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ABSTRACT
The guides have been written to help teachers provide effective instruction for children who do not speak English as their native language. The guides have been planned for use in the primary grades and have been written on two levels of difficulty. The first level contains 128 lessons, the second 115, and each provides instruction for approximately one year. Each lesson in the First Level series is presented in the following format: I Objectives. A. Content and Teaching Points, B. Test and Likely Errors (at end of lesson). II Materials. III Procedures. A. Review, B. Presentation, and C. Pronunciation. For the Level II Guides see ED 018 801, ED 018 802 and ED 018 803. For Part II of Level I see ED 025 680. (JL)

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

Is there one jar of paste in the box?
Are there two jars of paste in the box?

2. The learner will be able to answer the above questions with:

Yes, there is. No. There are <u>three</u> jars of paste in the box.

Yes, there are. No. There's <u>one</u> jar of paste in the box.

3. New vocabulary: jar of, paste, paint.

4. The learner will be able to pronounce [ð] in such words as "there" and "the," and [θ] in such words as "three."

B. Test: See page 6.

II. MATERIALS

A. Five of each of the following: marbles, jars of paint, jars of paste.

B. A picture which shows three pigeons on a wall.

Teaching Points

a. <u>Yes-no</u> questions with "there" about the number of the subject.

b. Responses to such questions.

c. "Is" with subjects containing "one."

d. "Are" with subjects containing "two," "three," "four," etc.

e. Singular nouns after "one."

f. Plural nouns after "two," "three," etc.

g. The voiced dental fricative [ð].

h. The voiceless dental fricative [θ].

i. Emphasizing contrastive information as "three" and "one" in No. 2 of Content.

III. PROCEDURE

A. Review

Call a child and give him one to five marbles to hold behind his back. He will then ask another child:

1st L: HOW MANY MARBLES ARE THERE IN MY HAND?

2nd L: THERE ARE TWO MARBLES IN YOUR HAND.

Accept the short answer, "Two marbles."

1st L:

YOU'RE RIGHT. (THERE ARE TWO.)
YES, THERE ARE.
NO, THERE AREN'T.
THERE ARE THREE.

If the guess is correct, the guesser replaces the 1st learner, receives some marbles, and asks another child about them. If not, the first child remains in the game, the number of marbles he is holding is changed, and another child replaces the guesser.

B. Presentation

i. Call a child to the front. Run your hand over his face as you mention it three times, then over his head as you mention it three times.
Model: (3).

THIS IS A FACE.

THIS IS A HEAD.

THIS IS JOE'S FACE.

THIS IS JOE'S HEAD.

2. Free Dialog: ◯. Ask questions about Joe's face.

IS THERE A SMILE ON JOE'S FACE?

YES, THERE IS.
NO. THERE ISN'T.

HOW MANY NOSES ARE THERE ON JOE'S FACE?

THERE IS ONE NOSE ON JOE'S FACE.

3. After you have asked about all of the features on the face and head, change the question pattern to:
Free Dialog: ◯ (2), ⊙ (2).

IS THERE ONE NOSE ON JOE'S FACE?

YES, THERE IS.

ARE THERE TWO EARS ON JOE'S HEAD?

YES, THERE ARE.

ARE THERE TWO NOSES ON JOE'S FACE?

NO. THERE'S ONE NOSE ON JOE'S FACE.

Continue until the patterns become familiar to the pupils, and they respond readily.

4. Hold up a jar of paint. To make sure the children know what it is, you might dip into it with a brush and make a stroke on a piece of paper.
Model: (3). Echo: ◯ (3).

A JAR OF PAINT.

A JAR OF PAINT.

Make sure that the children know the difference between face and head. Use one of the children to demonstrate.

For fun and attention-getting, vary in the question the number of features on the face and head, getting a two-nosed, a one-eyed monster, etc.

5. Place the jar of paint on the table.
Free Dialog: ◯ (2), ⊙ (2).

IS THERE ONE JAR OF PAINT ON THE TABLE?

YES, THERE IS.

Place two jars of paint on the table.

ARE THERE TWO JARS OF PAINT ON THE TABLE?

YES, THERE ARE.

6. Repeat step 5 with jars of paste, changing the dialog accordingly. Alternate the questions about one and two jars.

7. Chain Dialog. Place one or two jars of paint or paste on the table. Have the pupils go through the same dialogs as in steps 5 and 6. Change what's on the table before each question. For example:

1st L: ARE THERE TWO JARS OF PAINT ON THE TABLE?

2nd L: NO, THERE'S ONE JAR OF PAINT ON THE TABLE. IS THERE ONE JAR OF PAINT ON THE TABLE?

3rd L: NO, THERE ISN'T. THERE ARE TWO.

C. Pronunciation

1. Point to the three jars you have placed on a chair in front of the class.
Model (3). Echo ◯ (3), ⊙.

THERE ARE

THERE ARE

THREE JARS

THREE JARS

ON THE CHAIR

ON THE CHAIR

THERE ARE THREE JARS ON THE CHAIR.

THERE ARE THREE JARS ON THE CHAIR.

2. Recite and then sing the following song for your students (show them the picture):

THREE BLUE PIGEONS SITTING ON THE WALL.
THREE BLUE PIGEONS SITTING ON THE WALL.

Spoken: ONE FLEW AWAY. O-O-OH!

3. Model and echo the second phrase before returning to the first one.
Model (3). Echo ○(3), ⊙.

THREE BLUE PIGEONS

THREE BLUE PIGEONS

SITTING ON THE WALL

SITTING ON THE WALL

From: MUSIC FOR LIVING SERIES--
I LIKE THE CITY (Book One),
California State Series,
California State Department of
Education, 1958. Page 26.

Test:

Follow the instructions of step 7 but have available for putting on the table: the five jars of paste, the five jars of paint, and the five marbles. Sample dialog:

1st L: ARE THERE FOUR JARS OF PASTE ON THE TABLE?

2nd L: NO. THERE ARE THREE JARS OF PASTE ON THE TABLE.
ARE THERE THREE JARS OF PAINT ON THE TABLE?

3rd L: YES, THERE ARE.
ARE THERE FIVE MARBLES ON THE TABLE?

4th L: NO! THERE AREN'T. THERE ARE TWO. ARE THERE FOUR JARS ON THE TABLE?

ETC.

Continue till all have participated.

Likely Errors

a. Is there one marble in the box? → *Are there one marble in the box?

b. Are there two marbles in the box? → *Is there two marbles in the box?

c. Are there two marbles in the box? → *Are there two marble in the box?

d. Yes, there are. → *Yes, there is. (In response to "Are there two marbles in the box?")

e. [ðɛ] and "the." → *[d] in "there"

f. [θ] "three." → *[t] or *[s] in

I. OBJECTIVES

A. Content

1. New vocabulary: a pair of scissors, a piece of paper, a punch, a ruler

2. The learner will be able to use the new vocabulary in sentences such as the following:

There are two rulers on my table.

There are some rulers on my table.

How many rulers are there on your table?

Are there any rulers on this table?

Is there a ruler on her table?

Is there one ruler in his box?

Are there two rulers in your box?

3. The learner will be able to pronounce [v] , [f], [ð] , and [θ]in words like "vase," "face," "there," and "three."

B. Test: See page 5.

II. MATERIALS

A. Several of each of the following: punch, blank paper, scissors, and rulers

B. Three brads for each pupil

C. A play TV made of cardboard with a see-through picture frame.

Teaching Points

a. The process of substituting new vocabulary in sentences with "there."

b. "Is" with subjects containing "one" or "a(n)."

c. "Are" with subjects containing a plural noun with a number or preceded by any/some.

d. Possessive pronouns "my," "you," "his," and "her" in locative phrases, e.g., "in his room."

e. The voiced and voiceless labio-dental fricatives [v] and [f] .

f. The voiced and voiceless dental fricatives [ð] and [θ].

D. A picture of a farm scene (See Presentation)

E. A picture of a vase, one of a face, one showing three faces, and one showing three vases. The faces should not be in profile.

III. PROCEDURES

A. Presentation

1. Show the children the farm picture. Identify the animals and ask questions about the picture.

This picture can either be purchased, drawn, or made with cutouts. It should be large. It should contain as many farm animals as possible--horses, pigs, goats, cows, rabbits, chickens, ducks, turkeys, etc. Have only one of some animals in the picture.

HOW MANY PIGS ARE THERE ON THE FARM?

THERE'S ONE PIG / THERE ARE TWO PIGS ON THE FARM.

IS THERE AN ELEPHANT ON THE FARM?

NO, THERE ISN'T.

ARE THERE ANY COWS ON THE FARM?

YES, THERE ARE.

ARE THERE FIVE COWS ON THE FARM?

NO, THERE AREN'T. THERE ARE TWO COWS ON THE FARM.

Let several children take turns asking the questions in your place.

2. Using simple sentences, tell the children that they are each going to make their own farm animal book. First they will draw some farm animals on a blank piece of paper. They will cut out the ones they like best and paste them in a little book. For the

Use simple sentences, but if every child does not understand every word, don't be concerned. The items you hold up and the gestures and demonstrations will all con-

book, they will fold blank paper, punch holes in it and put it together with brads. Explain, still using simple sentences, that they will need to use several tools to help them and show them the punch, scissors, paper and ruler. The ruler can be used to draw a line on the cover of the book on which you will write their names.

3. Hold up a pair of scissors.
Model: (3). Echo: (3).

A PAIR OF SCISSORS.

A PAIR OF SCISSORS.

4. Place the scissors on a child's desk. Ask three children individually.
Free Dialog: (3).

IS THERE A MARBLE ON YOUR DESK?

NO, THERE ISN'T. THERE'S A PAIR OF SCISSORS.

5. Repeat steps 3 and 4 with "a piece of paper," "a punch," and "a ruler."

6. Let the children work on their drawings and books. Circulate while they are working on them, asking questions as you help them put the book together, cut out drawings, and write their names, e.g.,

IS THERE A PIG IN YOUR BOOK?

YES, THERE IS.
YES, THERE'S A PIG IN MY BOOK.
NO. THERE ISN'T A PIG IN MY BOOK.

tribute to the meaning. This is practice in grasping meaning from a total situation, a skill the pupils will need outside of the language classroom.

If necessary, model this response for the first few pupils.

ARE THERE TWO PIGS
IN YOUR BOOK?

NO. THERE'S ONLY ONE PIG
IN MY BOOK.

B. Pronunciation

1. Place the play T.V. on your desk and the picture of the vase on the chalk tray.
Model: (3). Echo: ◯ (3), ⊙ .

THAT'S A T.V.

THAT'S A T.V.

Point to the T.V. Pronounce [tiy viy] .

THAT'S A VASE.

THAT'S A VASE.

Point to the vase.

2. Randomly show the children a picture of a vase and one of the pictures of a face. Have them identify each picture as you hold them up one at a time.

A VASE [ə veys]

A FACE [ə feys]

3. Place the picture of the three faces behind the play T.V.
Model: (2). Echo: ⊙ .

THERE ARE THREE
FACES IN THE T.V.

THERE ARE THREE FACES IN
THE T.V.

4. Place the picture of the three vases behind the play T.V.
Model (2). Echo: ⊙ .

THERE ARE THREE VASES
IN THE T.V.

THERE ARE THREE VASES IN
THE T.V.

5. Free Dialog. Place the pictures of the three faces and of the three vases behind the play T.V. randomly, each time calling on a different pupil to identify the picture:

THERE ARE THREE [VASES / FACES] IN

THE T.V.

Test:

Chain dialog or random conversations. Let children bring their finished farm books up to the front and gather around a table. They will ask each other questions about their books. Cue the following questions and answers. Start the activity yourself in order to provide the phrase, "farm book."

IS THERE A PIG IN YOUR FARM BOOK?

[YES, THERE IS. / NO, THERE ISN'T.]

HOW MANY COWS ARE THERE IN YOUR FARM BOOK?

THERE ARE <u>TWO</u> COWS IN MY BOOK.

ARE THERE TWO COWS IN YOUR FARM BOOK?

NO, THERE AREN'T. THERE'S <u>ONE</u> COW IN MY FARM BOOK.

IS THERE ONE COW IN YOUR FARM BOOK?

NO, THERE ISN'T. THERE ARE <u>TWO</u> COWS IN MY FARM BOOK.

Now have the pupils ask the questions.

Likely Errors

a. Are there any rulers on your table? ⟶ *Are there the rulers on your table?

b. There are two cows in my farm book. ⟶ *There's two cows in my farm book.

c. There are pigs in my farm book. ⟶ *There are pig in my farm book.

d. [f] ⟶ * [v] in "face."

e. [v] ⟶ * [f] in "vase."

f. [ð] → * [d] or [θ] in "there."

g. [θ] → * [t] or [s] in "three."

Lesson 67

I. OBJECTIVES

A. Content

. The learner will be able to use "there" in structures such as the following:

How many marbles are there in the box?

Is there one marble in the box?

Are there three marbles in the box?

Yes, there is.

No, there aren't.

There are five marbles in the box.

II. MATERIALS

A. Egg boxes, one for each pupil. Paint the egg boxes to cover the brand names.

B. Sets of objects to put in the egg boxes, one set for each box, e.g., two erasers, four marbles, one whistle, four rings, two ribbons, one crayon, etc. Use only items the children can identify.

Teaching Points

a. How many questions with "there" about the number of the subject.

b. Yes-no questions with "there" about the number of the subject.

c. Responses to such yes-no and how many questions.

d. There sentences, as in a, b, and c, with or without a locative prepositional phrase.

e. Singular nouns after "one."

f. Plural nouns after "two," "three," etc.

III. PROCEDURE

Presentation

1. Using simple sentences familiar to the children, talk about the classroom where the group is meeting. This will prepare them for the next step. Help the children understand that the questions will be about things in the room.

2. Model with two puppets. After modeling the question-answer unit with the puppets, have the children echo line-by-line. Model: (1). Echo: ◯ (2).

1st Puppet: HOW MANY WINDOWS ARE THERE?

2nd Puppet: THERE ARE TWO WINDOWS. THERE'S ONE WINDOW.

Or whatever the appropriate number is.

HOW MANY WINDOWS ARE THERE?

HOW MANY WINDOWS ARE THERE?

THERE ARE TWO WINDOWS. THERE'S ONE WINDOW.

THERE ARE TWO WINDOWS. THERE'S ONE WINDOW.

3. Repeat Step 2 for:

HOW MANY DOORS ARE THERE?

THERE ARE THREE DOORS. THERE'S ONE DOOR.

Or whatever the appropriate number is.

4. Free Dialog. Ask a question of each pupil.

HOW MANY [WINDOWS / DOORS / TABLES / BIG DESKS / ETC.] ARE THERE?

THERE'S ONE _____.
THERE ARE TWO _____.

Or whatever the appropriate number is.

5. Free Dialog. Ask a question of each pupil.

ARE THERE THREE CHALKBOARDS?
IS THERE ONE CHALKBOARD?

Or whatever the appropriate number is.

YES, THERE ARE.
NO, THERE AREN'T.

YES, THERE IS.
NO, THERE ISN'T.

6. Free Dialog. A question to each pupil. Ask about any of the things in the classroom, varying the singular and the plural.

ARE THERE THREE BIG DESKS IN THIS ROOM?
IS THERE ONE BIG DESK IN THIS ROOM?

Choose numbers that will elicit affirmative and negative responses at different times.

YES, THERE ARE.
NO, THERE AREN'T.

YES, THERE IS.
NO, THERE ISN'T.

7. Chain Dialog. Encourage the children to use both questions, e.g.,

JOE, IS THERE ONE CHAIR AT THE DOOR?

Joe: NO, THERE ISN'T. THERE ARE THREE CHAIRS AT THE DOOR.

TOM, HOW MANY GIRLS ARE THERE BY THE DESK?

Tom: THERE ARE FIVE GIRLS BY THE DESK.

JANE, IS THERE ONE TABLE BY ME?

Jane: YES, THERE IS.

ETC.

Place three chairs at the door.

Have five girls stand by your desk.

Stand by your table.

8. Free Dialog. Put the boxes on the table. Have each pupil, one at a time, choose a box and participate in a dialog like the one given below with another pupil.

WHICH BOX DO YOU WANT?

Tom: I WANT | THE ORANGE / THIS / THAT | ONE. / BOX.

Point to the boxes.

The pupil takes the box of his choice, opens it covertly, and looks inside. After he sees what's in the box he asks:

JOE, HOW MANY MARBLES ARE THERE IN MY BOX?

Joe: ARE THERE THREE MARBLES?
IS THERE ONE MARBLE?

Tom: YES, THERE IS.
YES, THERE ARE.
NO, THERE ISN'T.
NO, THERE AREN'T.

If Joe has not guessed correctly, have Tom ask other pupils to guess until someone guesses correctly. If no one guesses correctly, have the group ask Tom:

( ): HOW MANY MARBLES ARE THERE?

Tom: THERE'S ONE MARBLE.
THERE ARE FOUR MARBLES.

Note that Joe answers this time with a question.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

What are you doing?
Are you playing?

2. The learner will be able to answer the above questions with:

I'm playing.

Yes, I am.
No, I'm not.

3. New vocabulary: playing, running, walking, jumping.

4. The learner will be able to pronounce [m], [n], and [ŋ] after vowels, as in "am," "run," "doing."

B. Test: See page 6.

II. MATERIALS

A. A pair of scissors, a punch, a ruler, and a piece of paper.

B. Toys: a playhouse and dolls, trucks and cars, etc., enough so that each child can have one.

C. A small hand mirror for each child.

Teaching Points

a. What questions about a verb, i.e., with "doing."

b. Yes-no questions about a particular verb.

c. What and yes-no questions with "are" and the -ing form of verbs.

d. The responses to such questions.

e. "Are" with "you," and "am" with "I."

f. The bilabial nasal [m].

g. The alveolar nasal [n].

h. The velar nasal [ŋ].

III. PROCEDURES

A. Review

1. Chain Dialog. Put the scissors, the punch, the ruler, and the piece of paper on a table and have the children come up and inspect the items one at a time. You question the first child, then he asks the next child who comes up:

WHAT'S THIS?

1st L: IT'S A PAIR OF SCISSORS?

WHAT'S THIS?

2nd L: IT'S A PUNCH.

WHAT'S THIS?

ETC.

2. Chain Dialog. Distribute the toys, one to each child.

WHAT DO YOU HAVE?

1st L: I HAVE A TRUCK.

WHAT DO YOU HAVE?

2nd L: I HAVE A CAR.

WHAT DO YOU HAVE?

ETC.

Emphasize "you" each time its use refers to a different person.

B. Presentation

1. Use yourself as a model. Walk vigorously around the room, saying:
Model (3). Echo: ◯(3), ⓕ.

I'M WALKING.

I'M WALKING.

Have the children walk as they say this.

2. Free Dialog. Invite several children, one at a time, to walk with you. Ask each one individually:

WHAT ARE YOU DOING?

I'M WALKING.

Provide the answer the first few times if necessary.

3. Repeat steps 1 and 2 for "running " and "jumping."

4. Free Dialog. Invite a child to come up and either walk, run, or jump. Have another child ask:

1st L: WHAT ARE YOU DOING?

2nd L: I'M JUMPING.

He should be jumping when he makes the remark.

Repeat several times with different pairs of children.

5. Free Dialog. Have three or four children come up and make believe they are playing with toys. Ask each child:

WHAT ARE YOU DOING?

I'M PLAYING.

Model his response for him if necessary.

6. Free Dialog. Have a child come up and walk. Ask:

ARE YOU RUNNING?

NO, I'M NOT. I'M WALKING.

Model his response for him if necessary.

Repeat with different children, varying the actions and changing the verb of the questions accordingly.

7. Free Dialog. Have different children play, run, walk, and jump. Use both types of questions e.g.,

ARE YOU [WALKING? / JUMPING?]

[NO, I'M NOT. I'M _____. / YES, I AM.]

WHAT ARE YOU DOING?

I'M [WALKING. / JUMPING.]

After you have asked a few questions, have some of the children ask the questions.

C. Pronunciation

1. Perform each action when you model and echo.
Model (3). Echo: (1), (3), (2).

I'M WALKING.

I'M WALKING. Have the children walk.

I'M JUMPING.

I'M JUMPING. Have the children jump.

I'M RUNNING.

I'M RUNNING. Have the children run.

2. Response and Echo: Distribute the mirrors. Have a child come up and either walk, jump, or run. Then ask:

ARE YOU RUNNING?

YES, I AM.

After the child responds, have the class echo "Yes, I am" after you. Have them look at their mirrors to see if they are pressing their lips together for [m] in "am."

The pupil who is asked to walk, jump, or run should place his chair while he is performing the action.

3. Recite, then sing the following song for the class:

LET'S GO WALKING, WALKING, WALKING,
LET'S GO WALKING, FAR, FAR A-WAY;
LET'S WALK BACK AGAIN, BACK AGAIN, BACK AGAIN,
LET'S WALK HOME AGAIN, BACK THE SAME DAY.

Page 1, I LIKE THE COUNTRY. Calif. State Series. Calif. State Dept. of Education, pg. 1.

4. Recite it again, and invite the children to join in on the first and third lines.

Test:

1. Have one child turn his back or cover his eyes. Another will come up and either run, jump, or walk. From the sound, the first child will guess:

1st L: ARE YOU WALKING?

2nd L: YES, I AM.
NO, I'M NOT. I'M RUNNING.

A correct guess means the guesser comes up to the front, another child covers his eyes, and the procedure is repeated.

2. Chain Dialog. Invite four or five children to come up to the front. One at a time, each child will either walk or run in place, or jump, and the child next to him will ask what he is doing.

WHAT ARE YOU DOING?

1st L: (jumps)
1st L: I'M JUMPING.
2nd L: (walks)
1st L: WHAT ARE YOU DOING?
2nd L: I'M WALKING.
3rd L: (runs in place)
2nd L: WHAT ARE YOU DOING?
3rd L: I'M RUNNING.
WHAT ARE YOU DOING?
ETC.

Invite four or five other children up to the front to repeat the activity. Everyone should have a chance to participate.

Likely Errors

a. What are you doing? → What are you walking?

b. Are you jumping? → Are you doing?

c. [m] → [n] in "Yes, I am."

d. [n] → [n] in "running" (medially).

Lesson 69

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

Joe, what are you and Jane doing?

What are you doing? (Addressing both Joe and Jane)

2. The learner, either with someone else or alone, will be able to answer the above questions with:

We're painting.

3. New vocabulary (verbs): cutting, painting, and drawing

4. The learner will be able to pronounce [n] in such words as "and," "painting."

B. Test: See page 6.

II. MATERIALS

A. Several of each: pairs of scissors, crayons, paints and brushes, pencils, and paper for drawing, painting, and cutting

B. Three puppets, one of them a doll which can stand upright by itself.

C. Action pictures showing a child walking, another running, and a third child jumping. Enough pictures so that each child can have one.

Teaching Points

a. What questions with compound subjects, one of them being "you."

b. What questions with plural "you."

c. The response to these two questions.

d. "Are" contracted after "we."

e. "Are" with "you" or compound subjects.

f. The alveolar nasal [n].

III. PROCEDURE

A. Review

1. Pass out the action pictures (see MATERIALS), identifying each as you do:

HE'S RUNNING.

SHE'S WALKING.

ETC.

2. Chain Dialog. Distribute the pictures. Tell the children to do whatever the child in the picture is doing.

WHAT ARE YOU DOING?

1st L: I'M RUNNING. WHAT ARE YOU DOING?

2nd L: I'M WALKING. WHAT ARE YOU DOING?

3rd L: I'M JUMPING. WHAT ARE YOU DOING?

ETC.

B. Presentation

1. Use the puppets, naming them Joe and Jane. Have the doll puppet, Tom, stand on your desk. Have the puppets hold pencils and pretend they are drawing.
Model: (2).

Joe: JANE, ARE YOU DRAWING?

Jane: YES, I AM.

Joe: I'M DRAWING TOO.

Emphasize "I'm" and "too."

Tom: HI! WHAT ARE YOU AND JANE DOING?

Joe and Jane: WE'RE DRAWING.

2. Use the "Tom" doll.
Model (3). Echo: ◯ (3).

WHAT ARE YOU AND
JANE DOING?

WHAT ARE YOU AND JANE DOING?

3. Use the "Joe" and "Jane" puppets.
Model (3). Echo: ◯ (3).

WE'RE DRAWING.

WE'RE DRAWING.

4. Imitation. Have three children perform the dialog in step 1 with the puppets and the doll. Call on other sets of three children.

5. Have two children come up and let them pretend to paint with paints and brushes which you have set up at a table. Supply paper so that they can actually make some strokes.
Model (3).

WHAT ARE YOU AND JANE DOING?

WE'RE PAINTING.

Stand behind Joe as you model this answer.

6. Free Dialog.

WHAT ARE YOU AND
JANE DOING?

Joe: WE'RE PAINTING.

WHAT ARE YOU DOING?

Joe and Jane: WE'RE PAINTING.

Repeat two more times. Then have different children ask the questions.

Provide the response if necessary.

Use a high intonation to ask for this confirmation: What are you doing? They say it together. Provide the response if necessary.

7. Model (3). Echo: ◯ (3).

WE'RE PAINTING.

WE'RE PAINTING.

8. Free Dialog. Set up the situation as in step 5.

JOE, WHAT ARE YOU
AND JANE DOING?

Joe: WE'RE PAINTING.

JANE, WHAT ARE YOU
AND JOE DOING?

Jane: WE'RE PAINTING.

Repeat with a third child asking the questions.

9. Repeat steps 5 through 8 with two children cutting paper, then with another two drawing.

C. Pronunciation

1. Hold up a pencil and draw a stick figure on a piece of paper.
Model (3). Echo: ◯ (3), ⊙ .

I'M DRAWING WITH
A PENCIL.

I'M DRAWING WITH A PENCIL.

2. Repeat step 1 with a paint brush and then a pair of scissors.

I'M PAINTING WITH
A BRUSH.

I'M PAINTING WITH A BRUSH.

I'M CUTTING WITH
A PAIR OF SCISSORS.

I'M CUTTING WITH A PAIR OF
SCISSORS.

3. Free Dialog. Pass out the scissors, paint brushes, and pencils.

(to the child with the crayon):

WHAT ARE YOU DOING?

I'M DRAWING WITH A PENCIL.

(to the child with the paint brush):

WHAT ARE YOU DOING?

I'M PAINTING WITH A BRUSH.

ETC.

4. First recite and then sing or play the record of the following song for the class.

WE'RE GOING ROUND THE MOUNTAIN, TWO BY TWO,
WE'RE GOING ROUND THE MOUNTAIN, TWO BY TWO.
WE'RE GOING ROUND THE MOUNTAIN, TWO BY TWO,
SO RISE, SALLY, RISE.

5. As you recite the lyrics of the song, have the children march in two's to the music, joining in the recitation when they can.

From MUSIC IN OUR TOWN, Mursell, Tipton, Et. Al., Silver Burdett Company, 1962, Page 65.
Pronounce [maw ˋ n] , or [máwn ˋ], not [mawntan]

Test:

1. Have three tables set up (with two chairs each) -- one for painting, one for drawing, and the third for cutting. Put two children at each. Let another child go to each table and ask:

   1st L: WHAT ARE YOU DOING?

   2nd and 3rd L's:

   WE'RE PAINTING.
   DRAWING.
   CUTTING.

   Rotate the people at the activity tables, the drawers going to the cutting table, cutters to the painting table, etc., and let another child ask the questions. Repeat the procedure several times, letting different children come up to the tables.

2. Repeat step 1, this time changing the dialog to:

   Student points to Joe and companion.

   1st L: JOE, WHAT ARE YOU AND JANE DOING?

   Joe: WE'RE PAINTING.

Likely Errors

a. What are you and Jane doing? —> *What are you and Jane do?

b. We are coloring. —> *We ar coloring.

c. [r] —> * [y] in "and" [ənd].

I. OBJECTIVES

A. Content

1. New vocabulary: hopping, sliding, stamping

2. The learner will be able to use the new vocabulary in previously learned structures. For example:

What are you doing?

I'm	hopping.
We're	sliding.
	stamping.
	jumping.

Are you	hopping?
	sliding?
	stamping?
	jumping?

3. The learner will be able to pronounce [m] in such words as "jumping," "stamping," and "am" or "I'm."

B. Test: See pages 4 and 5.

II. MATERIALS

A. Crayons, pencils, and paper

B. A picture of a boy riding a bicycle or drawing a picture

III. PROCEDURES

A. Review

Lesson 70

Teaching Points

a. Substituting verbs in the -ing form slot in statements and yes-no questions.

b. Yes-no questions with "you" as a singular or plural subject.

c. Statements (either in response to b or not) with "I" or "we" as subject.

d. The bilabial nasal [m] .

1. Distribute pencils or crayons and paper to two children and let them draw a picture.

JOHN, WHAT ARE YOU AND JANE DOING?

John: WE'RE DRAWING.

JANE, WHAT ARE YOU AND JOHN DOING?

Jane: WE'RE DRAWING.

JOHN AND JANE, WHAT ARE YOU DOING?

John and Jane: WE'RE DRAWING.

If they don't pronounce this answer in perfect unison, don't be concerned; as long as both can answer appropriately, lesson objectives will be met.

Have some of the children individually approach John and Jane and ask the questions.

2. Free Dialog. Distribute pencils or crayons and paper to the children.

MARY, WHAT ARE YOU DOING?

I'M DRAWING.

Repeat with several children. Then have three or four children each ask the questions.

3. Presentation

1. Hop as you remark: Model (2).

I'M HOPPING.

2. Free Dialog. Invite two children to come up and hop.

JOE, WHAT ARE YOU
AND JANE DOING?

Joe: WE'RE HOPPING.

JANE, WHAT ARE YOU
AND JOE DOING?

Jane: WE'RE HOPPING.

3. Free Dialog. Ask Jane to hop alone.

JANE, WHAT ARE YOU
DOING?

Jane: I'M HOPPING.

Ask Joe (who is standing still):

JOE, ARE YOU HOPPING?

Joe: NO, I'M NOT.

4. Repeat steps 1-3 with different pairs of children.

5. Introduce "stamping," "sliding," and review "jumping" in the manner of steps 1-3.

6. Play "Follow the Leader." Invite one child to come up and hop, stamp, or jump. Have the rest of the class imitate him. Ask the leader:

JACK, WHAT ARE YOU
DOING?

Jack: I'M [JUMPING. / HOPPING. / STAMPING.]

Ask the entire class:

WHAT ARE YOU DOING?

Class: WE'RE [JUMPING. / HOPPING. / STAMPING.]

Indicate both children with a hand gesture when you say "you." Provide the response if necessary.

Change leaders frequently.

Change the leader and repeat the activity several times. Halfway through the activity have some of the children take your place asking the questions.

C. Pronunciation

1. Show the class a picture of a boy riding his bicycle.
Model (3).

WHAT'S HE DOING?

HE'S RIDING A BICICLE.

2. First recite, then sing the following song for your class.

I'M RIDING, I'M RIDING, I'M RIDING MY BICYCLE,
RIDING MY BICYCLE ALL THE DAY LONG.
I'M RIDING, I'M RIDING, I'M RIDING MY BICYCLE,
RIDING MY BICYCLE; SINGING A SONG.

3. Recite it again and encourage the children to join in on I'M RIDING throughout the song. Observe their pronunciation of [m] in "I'm."

From IN OUR TOWN, (MUSIC FOR LIVING), Book Two, Mursell, Tipton, Landeck, Et. Al., Silver Burdett Co., New Jersey, 1965, P. 37 (Pupil Edition.)

Try variations on the song, such as, "I'm drawing my picture," "I'm painting my wagon," and "I'm cutting the paper," etc.

Test:

Ask the children to line up in double file and have a pair of children either hop, jump, slide, or stamp. As they do, ask Joe:

WHAT ARE YOU DOING?

Joe: I'M STAMPING. / SLIDING. / JUMPING. / HOPPING.

Likely Errors

a. What are you doing? → *What are you jumping?

b. Are you jumping? → *Are you doing?

c. [m] → *[n] in "I'm."

Then address the same question to Jane.

WHAT ARE YOU DOING?

Jane: I'M | STAMPING. / SLIDING. / JUMPING. / HOPPING.

Now address Joe again.

JOE, WHAT ARE YOU AND JANE DOING?

Joe: WE'RE | STAMPING / SLIDING. / JUMPING. / HOPPING.

Ask Jane the same question.

JANE, WHAT ARE YOU AND JOE DOING?

Jane: WE'RE | JUMPING. / STAMPING. / NEG.

Now address both of them:

JOE AND JANE, WHAT ARE YOU DOING?

Joe and Jane: WE'RE | JUMPING. / SLIDING. / NEG.

Have a third student ask Joe and Jane:

Tom: JOE, ARE YOU _____?

Joe: | YES, I AM. / NO, I'M NOT. I'M _____.

Lesson 71

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

WHAT'S JOE DOING?

IS JOE { EATING? / DRINKING? }

2. The learner will be able to answer such questions with:

HE'S EATING.

{ YES, HE IS. / NO, HE ISN'T. }

3. New vocabulary: eating, standing, drinking, sleeping, sitting

4. The learner will be able to pronounce the vowel [ʉ] in such words as "cookie."

B. Test: See page 6.

II. MATERIALS

A. A drinking glass, a plate and eating utensils, and two finger puppets.

B. Pictures of a boy and girl sitting, standing, eating, drinking and sleeping

C. Cookie cutouts: 2 large white cookies, 2 small white cookies, 2 large brown cookies, 2 small brown cookies

Teaching Points

a. Wh-t questions about the verb, with "doing" as the main verb.

b. Yes-no questions about a particular verb: a verb without a direct object.

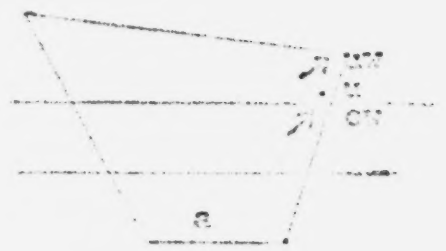
c. Wh-t and yes-no questions with "he," "she," or a proper name as subject.

d. Wh-t and yes-no questions with "is" and the -ing form of verbs.

e. Responses to such wh-t and yes-no questions.

f. "Is" with "he," "she," or a proper name as subject.

g. The low high back vowel [ʉ], sounded:



III. PROCEDURE

A. Review

1. Have two children come forward. Let each decide to walk, run, or jump, using a finger puppet which is taped to his fingers, allowing him to use his fingers to show the different movements. Give a dialog such as the following:

1st L: WHAT ARE YOU DOING?

2nd L: I'M RUNNING. ARE YOU RUNNING?

1st L: YES, I AM.
NO. I'M NOT. I'M WALKING.

Invite as many children as possible to repeat the above procedure.

B. Presentation

1. Invite two or more children to come up and walk, run, or jump, with their finger puppets. Ask the others what they're doing, providing the responses if necessary.
Free Dialog. ,).

WHAT'S JOE DOING?

Point to the puppet and name him after the child holding him.

HE'S RUNNING.

IS JOE RUNNING?

YES, HE IS!

WHAT'S MARY DOING?

SHE'S JUMPING

IS MARY RUNNING?

NO, SHE ISN'T. SHE'S JUMPING.

Show with a smile that you already know the response, i.e., that this is meant as a "fun" question

2. Repeat step 1 with several pairs of children, one doing the actions with the finger puppets, the other acting the questions. You and the class answer the questions. Continue until the responses become familiar.

3. On the chalkboard (or on chart paper) draw stick figures of children sitting, standing, eating, drinking, and sleeping (see below). Draw both boy and girl stick figures. Point out that the girl is Mary and the boy is John.

4. Point to picture # 1.
Model (2). Echo: ( ) (2).

WHAT'S JOHN DOING?

You might give the uncontracted form, "What is. . ." in the model activity, but the contracted form, "What's..." in the echo activity.

WHAT'S JOHN DOING?

HE'S SITTING

HE'S SITTING.

5. Free Dialog. (2), .

WHAT'S JOHN DOING?

HE'S SITTING.

Repeat with individual pupils asking the questions.

The class as a whole answers the questions twice. The individual pupils are called to answer the questions.

6. Free Dialog. (2), .

IS JOHN SITTING?

YES, HE IS.

Repeat with individual pupils asking the questions.

7. Point to the next picture, # 2.
Free Dialog. (2). .

IS MARY SINGING?

NO, SHE ISN'T.

WHAT'S MARY DOING?

SHE'S STANDING

Provide the response if necessary.

8. Repeat steps 6 and 7 for "eating," "drinking," and "sleeping."

C. Pronunciation

1. Model: (3). Echo: (3), .

COOKIES.

COOKIES.

2. Echo line by line: Show the cookies.
Model: (3). Echo: (3), .

COOKIES THAT ARE WHITE,
COOKIES THAT ARE WHITE,
COOKIES THAT ARE BROWN,
COOKIES THAT ARE BROWN,
COOKIES IN A BAG OR BOX,
COOKIES IN A BAG OR BOX,
LET'S PASS THEM ALL AROUND.
LET'S PASS THEM ALL AROUND.

The song is a modified version of "Cookies" from Music For Early Childhood, California State Series. Teachers Edition: Page 17.

3. Sing the "Cookies" song to the pupils. Then recite the words of the song.

4. Sing and recite the song again, gesturing for the pupils to join when they can.

5. Have each pupil ask and answer at least one of the questions.
Chain Dialog. .

1st L: DO YOU LIKE WHITE COOKIES OR BROWN COOKIES?

2nd L: I LIKE [WHITE / BROWN] COOKIES. — Accept: "I like both cookies."

2nd L: DO YOU LIKE BIG COOKIES OR LITTLE COOKIES?

3rd L: I LIKE [BIG / LITTLE] COOKIES.

3rd L: WHAT KIND OF COOKIES DO YOU LIKE?

4th L: I LIKE ___COOKIES. — Accept any appropriate answer.

Test:

Have five children come up to the front. One will be eating (make believe with the plate and utensils), another drinking (make believe with the glass), sleeping, sitting, and standing. Two chairs can be pushed together to make a bed for the sleeping child. Begin by asking the questions:

WHAT'S JOE DOING?

HE'S
- EATING.
- DRINKING.
- SLEEPING.
- SITTING.
- STANDING.

IS MARY
- EATING?
- DRINKING?
- SLEEPING?
- SITTING?
- STANDING?

- YES, SHE IS.
- NO, SHE ISN'T.

Then have various children ask the questions and choose another child to answer. Have other sets of five children perform the activities so that everyone has a chance to take part in both activities.

Likely Errors

a. What's he doing? ⟶ *What's he sleeping?

b. Is Joe eating? ⟶ *Is Joe doing?

c. What's Joe doing? ⟶ *What are Joe doing?

d. [u] ⟶ *[uw] or [ow] in "cookie." (See your chart p. 71.1)

I. OBJECTIVES

A. Content

1. The learner will be able to ask what questions with "they," as in:

What are they doing?

2. When answering questions like those above, the learner will be able to use "they're," as in:

They're playing.

3. New vocabulary: clapping, marching, they

4. The learner will be able to pronounce [u] before [r], as in "your" [yúr]. (though this becomes [yər] when pronounced under weak stress).

B. Test: See page 7.

II. MATERIALS

A. Different pictures of a person walking, drawing, eating, running, drinking, and jumping

B. Different pictures of two or more children doing some of the following: sleeping, sitting, walking, running, jumping, playing, standing, eating, drinking, drawing, painting, writing, clapping, and marching.

C. Two of each of the following props for step 7: crackers, paper cups, short jump ropes, crayons, pencils, and paper.

Lesson 72

Teaching Points

a. What question with "they" or two nouns as subject.

b. "Are" with the -ing form of the verb, in a sentence with "they" as the subject.

c. The contraction of "are" to "'re" (i.e., form [ər] to [r]) after "they." Note that "they" plus "'re" becomes [ðɛ́r], or when weak stressed [ðər].

d. The high back rounded vowel [u] before [r]. Note that this sound contrasts with [uw], as in "shoe," which does not normally occur before an r.

ewer [yuwər]
vs. your [yur]

---

sewer [suwər]
sure [ʃur]

III. PROCEDURE

A. Review

Chain Dialog. Hold up the pictures one at a time to cue the responses.

WHAT'S [HE / SHE] DOING?

Hold up the picture of a person walking.

1st L: [HE'S / SHE'S] WALKING.

WHAT'S [HE / SHE] DOING?

Hold up the picture of a person dancing.

2nd L: [HE'S / SHE'S] DANCING?

WHAT'S [HE / SHE] DOING?

Hold up another picture.

ETC.

Use the same pictures again so everyone can participate.

B. Presentation

1. Put up the picture of the children walking. Model: (3), Echo: (3).

Move your hand over the picture in an inclusive gesture as you model. Pronounce /ðer...' if given strong stress, /ðər...] if not. Both are correct and acceptable.

THEY'RE WALKING.

THEY'RE WALKING.

2. Repeat step 1, using the appropriate picture for:

THEY'RE EATING.

THEY'RE EATING.

3. Model: (3). Echo: (2).

WHAT'RE THEY DOING?

WHAT'RE THEY DOING?

Put up the picture of persons drinking, but with the picture side turned away. Point to the picture before you model. "What're" can be pronounced [hwótor] or [wótor]. Repeat each time the question is said in the model and echo activities.

THEY'RE DRINKING.

THEY'RE DRINKING.

Turn the picture around

4. Chain Dialog. Hold up the pictures one at a time to cue the responses.

WHAT'RE THEY DOING?

1st L: THEY'RE DRAWING.

WHAT ARE THEY DOING?

2nd L: THEY'RE RUNNING.

WHAT ARE THEY DOING?

ETC.

Put up the picture of persons drawing.

5. Have two pupils take their chairs and sit side by side in front of the group. Free Dialog: (2).

WHAT'RE JOE AND JANE
DOING?

( ) : THEY'RE SINGING.

Provide the response if necessary.

6. Free Dialog. Have two different pupils sit on the chairs and pretend to sleep. Have ( ) ask the question and ( ) respond; then reverse the roles.

WHAT'RE MARY AND
ALICE DOING?

THEY'RE SINGING.

7. Repeat step 6, having two different pupils dramatize some of the following activities: "walking," "drawing," "eating," "running," "jumping," "drinking," "writing," and "standing."

8. Model: (1).

I'M CLAPPING.

Clap your hands as you model. Be sure the m of "I'm" is pronounced correctly when pupils repeat this.

9. Show the picture of people clapping.
Model: (3). Echo: ( ) (3).

THEY'RE CLAPPING.

THEY'RE CLAPPING.

Point to their hands as you model.

10. Have two pupils clap.
Free Dialog: ( ) .

WHAT'RE JOE AND JANE
DOING?

THEY'RE CLAPPING.

11. Show the picture of children marching.
Model: (3). Echo: ◯ (3).

THEY'RE MARCHING.

THEY'RE MARCHING.

Point to their feet as you model.

12. Have two pupils march around the room before and while you ask the question.
Free Dialog: ◯ .

WHAT'RE TOM AND MARY DOING?

THEY'RE MARCHING.

13. Free Dialog. Use the pictures that have two or more people in each picture. Have individual pupils select a picture and direct the question to anyone. Do this activity only if there is time.

1st L: WHAT'RE THEY DOING?

2nd L: THEY'RE | RUNNING. / MARCHING. / CLAPPING. / ETC.

C. Pronunciation

1. Model the words three times before you model the phrase, and the phrase three times before you model the sentence. Do the same in the echo activity.
Model: (3). Echo: ◯ (3).

YOUR.

YOUR.

Pronounce [yúr] in citation form.

YOUR FINGER.

YOUR FINGER.

Pronounce [yər] when weak stressed.

PUT YOUR FINGER IN
THE AIR.

Demonstrate. Have the children imitate your gesture.

PUT YOUR FINGER IN
THE AIR.

2. Sing the song "Put Your Finger In the Air" to the pupils. Then recite the words of the song.

The song "Put Your Finger in the Air" is from Music Through the Day, California State Series. Teacher's Book One: P. 4.

PUT YOUR FINGER IN THE AIR,--IN THE AIR;
PUT YOUR FINGER IN THE AIR,--IN THE AIR;
PUT YOUR FINGER IN THE AIR, PUT YOUR FINGER IN THE AIR;
PUT YOUR FINGER IN THE AIR,--IN THE AIR.

3. Have the children sing the song with you.

4. Have the children recite the words of the song with you.

Test:

Guessing Game: Use all the pictures which have two or more people. Have the pupils close their eyes while you arrange the pictures on the chalk rail, with the picture side hidden. Choose one pupil to select a picture and look at it, but keeping it hidden from the rest of the group. The first pupil asks the question and selects another pupil to guess. The first pupil responds to the second pupil's guess and shows the picture. The second pupil, whether or not his guess was correct, selects a picture and asks the question. Continue until everyone has had a turn to both guess and ask the question. It may be necessary for you to model the dialog below once:

John: WHAT ARE [redacted] DOING?

Mary: THEY'RE CLAPPING.

Likely Errors:

a. What are they doing? → *What is they doing?

b. They're playing, or, simply: Playing. → *Are playing, or *They playing.

c. [ur] → *[oz] in "your."

I. OBJECTIVES

A. Content

1. The learner will become familiar with the differences between "he," "she," and "they" in sentences like the following:

What's Joe doing?
He's eating.

What are Joe and Jane doing?
They're playing.

2. Review vocabulary: eating, sitting, drinking, clapping, sleeping, tapping, standing, and marching.

B. No test

Teaching Points

a. What questions with "doing."

b. Where questions with the -ing form of verb.

c. Responses to a and b.

d. "They" in sentences as responses to questions with two people make up subject.

e. "He" in sentences as responses to questions with a masculine proper name as subject.

f. "She" in sentences as responses to questions with a feminine proper name as subject.

g. "Is" (+ the -ing form of the verb) in sentences with "he," "she," or a proper name as subject.

h. "Are" (+ the -ing form of the verb) in sentences with "they" or two nouns as subject.

II. MATERIALS

A. Pictures in which individuals and groups of two or more are eating, drinking, sleeping, standing, sitting, clapping, and marching

It is not crucial to have all of these. However, gather as many as you can.

B. Rhythm sticks. Enough rhythm sticks so each child can have a pair, if possible. If you do not have enough rhythm sticks, pencils will do.

C. A record which has a suitable two or three minute marching piece.

VII. PROCEDURE

A. Free Dialog. Play the marching music, just for listening the first time through. The second time, invite the class to clap to the music. While they are clapping, ask four pupils individually:

MARY, WHAT'S JOHN DOING?

HE'S CLAPPING.

JOAN, WHAT'S ANNE DOING?

SHE'S CLAPPING.

GEORGE, WHAT ARE YOU AND FRANK DOING?

WE'RE CLAPPING.

JACK, IS MARY CLAPPING?

YES, SHE IS.

B. Free Dialog. Distribute the rhythm sticks and proceed as in step 1; the children tap to the music. Ask questions like those in step 1, substituting "tapping" for "clapping."

C. Collect the sticks and allow the class to march to the same march music. Follow the same procedure as in steps 1 and 2.

D. Free Dialog. After the children have returned to their places, and you are seated, point to yourself and say: "I'm sitting." Then ask:

IS GEORGE SITTING?

YES, HE IS.

WHAT'S JANE DOING?

SHE'S SITTING.

WHAT'S JOHN DOING?

HE'S SITTING.

WHAT ARE TOM AND MARY DOING?

THEY'RE SITTING.

IS JOHN STANDING?

NO, HE ISN'T. HE'S SITTING.

ARE TOM AND MARY STANDING?

NO, THEY'RE SITTING.

E. Have everyone stand, say, "I'm standing," and repeat the questions in step 4.

F. Free Dialog. Show the class the pictures of a boy, a girl, and two or more children eating, standing, sitting, marching, etc. Give each child in a picture a name, saying, "This is Mary, this is John," etc. As you show each picture, ask:

WHAT'S MARY DOING?

SHE'S EATING.

WHAT'S JOHN DOING?

HE'S EATING.

WHAT ARE JIM AND ALEX DOING?

THEY'RE MARCHING.

IS BILL MARCHING?

NO, HE ISN'T. HE'S RUNNING.

IS SUE EATING?

YES, SHE IS.

Continue with pupils taking turns at asking the questions.

G. Using the same pictures, call on the children by name and have them respond with a description of the picture without prompting, after you have established the procedure.

JOE?

HE'S EATING.

Show the next picture.

MARY?

THEY'RE MARCHING.

ETC.

I. OBJECTIVES

A. Content

1. The learner will be able to use "it" in remarks such as:

I have a cookie. It's good.

2. The learner will be able to use "they" in remarks such as:

He's eating grapes. They're good.

3. New vocabulary: pancakes, grapes, strawberries, good

4. The learner will be able to pronounce a low back rounded vowel [ɔ] before [r] i.e., [ɔr], as in "floor."

B. Test: See page 6.

II. MATERIALS

A. A food cutout of one or more than one of each of the following: egg(s), tomato(es), orange(s), cracker(s), carrot(s), apple(s), grape(s), potato(es), pepper(s), and cookie(s).

B. Different pictures of children eating pancakes, strawberries, and grapes

C. Pictures of persons eating used in previous lessons.

D. Food or cutouts mentioned in the test. Allow a napkin for each child and yourself if you use actual food.

Teaching Points

a. Statements with "is" or "are" followed by adjectives.

b. "It" as a subject in place of singular nonhuman nouns.

c. "They" as a subject in place of plural nouns.

d. The low back rounded vowel [ɔ] before [r]. This vowel sound is pronounced in different ways by different people. Some pronounce it as high as the mid position in the back of the mouth, which we would write phonetically as [o], or even as the diphthong [oʊ]. Any pronunciation that approximates the vowels of "slow" or "flow" is satisfactory.

III. PROCEDURE

A. Presentation

1. Model the sentences about the carrot twice before you model the sentences about the tomato and those before the sentences about the pepper. Do the same in the echo activity. Have the carrot, tomato, and pepper cutouts ready.
Model: (2). Echo: (2).

I SEE A CARROT.
IT'S ORANGE.

I SEE A CARROT. IT'S ORANGE. — Hold up the carrot cutout.

I SEE A TOMATO.
IT'S RED.

I SEE A TOMATO. IT'S RED. — Hold up the tomato cutout.

I SEE A PEPPER.
IT'S GREEN.

I SEE A PEPPER. IT'S GREEN. — Hold up the pepper cutout.

2. Free Dialog. Give each pupil a cutout of a single food item.

WHAT DO YOU HAVE, TOM?

Tom: I HAVE A TOMATO. IT'S RED. — The pupil holds up his cutout.

Etc.

3. Proceed as in step 1. Put the cutout of carrots and cutout of eggs on the chalk rail.
Model: (2). Echo: (2).

I SEE SOME CARROTS.
THEY'RE ORANGE.

I SEE SOME CARROTS.
THEY'RE ORANGE.

Point to the cutout of the carrots.

I SEE SOME EGGS.
THEY'RE WHITE.

I SEE SOME EGGS.
THEY'RE WHITE.

Point to the cutout of the eggs.

4. Free Dialog. Put the cutouts of multiples of a food item on the chalk rail.

WHAT DO YOU SEE?

1st L: I SEE [TWO / SOME] APPLES.

THEY'RE RED.

Gesture to the cutouts.

Give the cutout to the pupil.

ETC.

5. Hold up the picture of the child eating strawberries. Model the two sentences together.
Model: (2). Echo: (3).

[HE'S / SHE'S] EATING STRAWBERRIES.

THEY'RE BIG AND RED.

[HE'S / SHE'S] EATING STRAWBERRIES.

THEY'RE BIG AND RED.

Point to the strawberries.

The pupils point to the strawberries.

6. Echo: (3).

STRAWBERRIES.

STRAWBERRIES.

Point to the strawberries. The pupils point to the strawberries.

7. Repeat steps 5 and 6 for "pancakes" ("They're big and brown.") and "grapes" ("They're little and green.")

Use "purple" or "red" if the grapes are not green.

8. Chain Dialog. Put the pictures of individual children eating, including the five pictures of new vocabulary just presented, on the chalk rail. Initiate the dialog and continue until each pupil has at least one turn to volunteer the answer.

WHAT'S [HE / SHE] EATING?

Point to a picture.

1st L: [HE'S / SHE'S] EATING EGGS.

THEY'RE YELLOW AND WHITE.

Or any other description that's appropriate.

WHAT'S [HE / SHE] EATING?

The pupil points to a picture.

2nd L: [HE'S / SHE'S] EATING AN APPLE.

IT'S GOOD.

ETC.

B. Pronunciation

1. Model: (3). Echo: ◯ (3), ◯ .

THE FLOOR.

THE FLOOR.

Have each pupil point to the floor.

2. Model: (3). Echo: (3), .

PUT YOUR FINGER ON
THE FLOOR

PUT YOUR FINGER ON THE FLOOR — Have each pupil put his finger on the floor.

3. Chain drill.

1st L: WHERE'S MY FINGER?

2nd L: YOU. FINGER'S ON THE FLOOR.

WHERE'S MY FINGER? — Emphasize "my"

3rd L: [IT'S / YOUR FINGER'S] ON THE FLOOR.

Text:

Eat food, such as, strawberries or grapes if in season, crackers (both large and small), cookies (both large and small), apples, and the like or individual napkins. Take a cookie or something for yourself. Have the pupils come up one at a time and give each a napkin with the food on it. Suggest they wait to eat until all have been served. If for some reason, you do not wish to have real food, use cutouts and have the children pretend to eat.

(Gesturing to the food)

WHAT DO YOU WANT, JOE?

Joe: I WANT SOME GRAPES, PLEASE.

Give him what he wants.

THANK YOU.

YOU'RE WELCOME.

When all the pupils have been served and are eating, or pretending to eat, initiate a chain dialog:

I'M EATING A COOKIE.
IT'S GOOD. WHAT ARE
YOU EATING?

1st L: I'M EATING COOKIES.
THEY'RE LITTLE.
WHAT ARE YOU EATING?

2nd L: AN APPLE. IT'S RED.
WHAT ARE YOU EATING?
ETC.

Likely Errors

a. I eat grapes. They're good.
*I eat grapes. It's good.

b. I have a cookie. It's good.
*I have a cookie. They're good.

c. (If they never make a worse error than this, we're in.)

Emphasize "you."

Lesson 75

I. OBJECTIVES

A. Content

1. The learner will be able to use "are" with "they" in statements with -ing verbs like the following (in response to "What are they doing?"):

They're playing jacks

2. The learner will be able to use "are" with "we" in statements with -ing verbs like the following (in response to "What are you doing?"):

We're playing jacks.

3. New vocabulary: hop-scotch, jump-rope, jacks.

4. The learner will be able to pronounce [i] before [r], as in "hear."

B. Test: See page 5.

II. MATERIALS

A. Different pictures of two or more people eating or drinking, such as: drinking water, drinking milk drinking orange juice, eating strawberries, eating apples, eating grapes, and eating hamburgers. You need not have all of these pictures.

B. Different pictures of children playing hop-scotch, jacks, and jump-rope.

C. Three jump-ropes, short enough for the pupils.

D. One set of jacks.

E. A chalk hop-scotch drawn on the floor.

Teaching Points

a. Statements with "are" and the -ing form of verbs

b. The use of "we" or "they" in statements like a.

c. Transitive verbs in statements like a. Such verbs have a direct object and can be changed into the passive voice form, e.g., "Hop-scotch was being played by them." The passive voice form is not taught in this lesson.

d. What questions with "doing" which elicit statements like a.

e. The high front vowel [i] before [r].

One of each game.

III. PROCEDURES

A. Review

1. Show the pictures of people drinking milk and eating apples.
Model: (1).

THEY'RE DRINKING MILK

THEY'RE EATING APPLES.

2. Free Dialog. Use the other pictures of people eating or drinking. Hold them up one at a time. Give each pupil a turn with a different picture. Repeat once, using different pictures.

WHAT'RE THEY DOING?

THEY'RE EATING GRAPES.

ETC.

Have some of the children select pictures and ask the question as soon as they are able to do so.

B. Presentation

1. Hold up the picture of children playing jump-rope. Point to the jump-rope. Echo the phrase only.
Model: (1). Echo: ◯ (3).

THAT'S A JUMP-ROPE.

A JUMP-ROPE.

A JUMP-ROPE.

2. Free Dialog. Point again to the picture of children playing jump-rope.

WHAT ARE THEY DOING?

1st L: THEY'RE PLAYING.

YES. THEY'RE PLAYING.
WHAT'RE THEY PLAYING?

2nd L: THEY'RE PLAYING JUMP-ROPE.

YES. THEY'RE PLAYING JUMP-ROPE.

Repeat several times with pupils asking the questions.

Accept "They're jumping (the) rope" if it comes. This second question is unnecessary if the 1st learner responds with: "They're playing jump-rope."

3. Echo: ◯ (2).

THEY'RE PLAYING JUMP-ROPE.

THEY'RE PLAYING JUMP-ROPE.

4. Give jump-ropes to two or three pupils and have them jump. These are the pupils who will echo. Model: (2). Echo: ◯ (2).

WE'RE PLAYING JUMP-ROPE.

WE'RE PLAYING JUMP-ROPE.

Stand by them (or jump-rope yourself) for the model and echo.

5. Distribute jump-ropes to several pupils. Direct your question to all the pupils jumping rope. Free Dialog: ◯ (2).

WHAT'RE YOU DOING?

WE'RE PLAYING JUMP-ROPE.

6. Repeat steps 2 through 5 for "hop-scotch."

7. Repeat steps 2 through 5 "jacks."

C. Pronunciation

1. Cup your ear.
   Model: (3). Echo: ◯ (3), ◯ .

   HEAR

   HEAR

2. Show the toy airplane.
   Model: (3). Echo: ◯ (3), ◯ .

   AN AIRPLANE.

   AN AIRPLANE.

3. Make the sound of an airplane engine.
   Model: (3). Echo: ◯ (3), ◯ .

   DO YOU HEAR THE
   AIRPLANE?

   DO YOU HEAR THE AIRPLANE?

4. Chain Dialog. Have each pupil ask and answer at least one question. Have different pupils act as sound-effects men.

1st L:	WHAT DO YOU HEAR?	Sound effects of a dog, "Bow-wow."
2nd L:	A DOG. I HEAR A DOG. WHAT DO YOU HEAR?	Sound effects of an airplane.
3rd L:	AN AIRPLANE. I HEAR AN AIRPLANE. WHAT DO YOU HEAR?	Accept any appropriate answer.

ETC.

Test:

1. Divide the class into pairs doing various things such as playing jacks, playing jump-rope, playing hop-scotch. Set up the pairs of pupils in a row. Initiate a chain dialog:

Pair 1: WHAT ARE YOU DOING?

Pair 2: WE'RE PLAYING JACKS.
WHAT ARE YOU DOING?

Pair 3: WE'RE PLAYING JUMP-ROPE.
WHAT ARE YOU DOING?

ETC.

2. Free Dialog. Keep the setup for test #1. Point to a pair of children playing the same game, and ask individuals:

WHAT'RE THEY DOING?

1st L: THEY'RE PLAYING HOP-SCOTCH.

Have the pupils ask the question as soon as they are able to do so.

Likely Errors

a. We're playing jacks. → *We is playing jacks.

b. We're playing jacks. → *We am playing jacks.

c. They're playing jacks. → *They'res [ðerz] playing jacks.

d. [ir] → *[er] or [iyr] in "hear."

I. OBJECTIVES

A. Content

1. The learner will be able to ask about the object of the verb in questions like the following:

What's he playing?

2. The learner will be able to answer the above question like:

He's playing a triangle.
A triangle.

3. New vocabulary: tone-block, triangle, bells, sticks, and drum

4. The learner will be able to pronounce [ər] and [ɚ] in such words as "finger" and "hair," as in:

Put your finger on your hair.

B. Test: See page 6.

II. MATERIALS

A. Enough of the following rhythm instruments so that each child can have one: bells, small drums, triangles, sticks, and tone-blocks.

B. A phonograph

C. The song "I Jing-a-ling" and the record, "I Jing-a-ling." This song is in Music in Our Town (California State Series--Grade 2) Page 38. Record # 8254

Teaching Points

a. What questions with -ing verbs about the object of the verb.

b. Answers to a

c. "Is" with "he," "she," or a proper name in questions and statements like a and b.

d. Transitive verbs in questions and statements like a and b.

e. The mid-front vowel [ɛ] before [ɹ].

f. The mid-central vowel [ə] before [ɹ]. (See lesson 39.)

g. The use of "play" for musical instruments.

III. PROCEDURES

Presentation

1. Put one of each kind of rhythm instrument on your desk. Hold up the triangle.
Model: (1).

THIS IS A TRIANGLE.

A TRIANGLE.

2. Echo: (1) (3).

A TRIANGLE.

A TRIANGLE.

3. Free Dialog. Hold up the triangle again. Play it softly.

WHO WANTS THE TRIANGLE?

I DO.

Hand the triangle to the pupil. Have him beat a rhythm with it.

4. Model: (2).

WHAT'S [HE / SHE] PLAYING?

[HE'S / SHE'S] PLAYING THE TRIANGLE.

5. Proceed from the question directly to the response before repeating the question.
Echo: ◯ (3).

WHAT'S [HE / SHE] PLAYING?

WHAT'S [HE / SHE] PLAYING?

[HE'S / SHE'S] PLAYING THE TRIANGLE.

[HE'S / SHE'S] PLAYING THE TRIANGLE.

A pupil should be playing the triangle.

6. Have Joe demonstrate the sound the triangle makes. Point to Joe. Have Jane stand up to cue the question. Model the question if necessary.
Free Dialog: ⊙ .

◯: WHAT'S HE PLAYING, JANE?

Jane: HE'S PLAYING THE TRIANGLE.

THANK YOU. PUT THE TRIANGLE ON MY DESK, JOE.

7. Repeat steps 1, 2, 3, and 6 for "bells," "drum," "sticks," and "tone-block." In step 6, alternately ask a boy and a girl to play the instrument.

8. Play the "I Jing-a-ling" record, stopping after the first verse.
Model: (1).

THE TRIANGLE MAKES A JING-A-LING SOUND.

Play the triangle to the tune of the first verse.

LET'S ALL PLAY TRIANGLES.

9. Free Dialog. Give a boy and a girl (and others if you have more triangles) a triangle each when they ask for it. Play the "jing-a-ling" part of the record for them to accompany with the triangles, singing along if they like.

DO YOU WANT A TRIANGLE?

YES, I DO.

Hand the triangle to the pupil.

THANK YOU.

YOU'RE WELCOME.

While the playing is going on, ask the other pupils:

WHAT'S HE PLAYING?

HE'S PLAYING A TRIANGLE.

WHAT'S SHE PLAYING?

SHE'S PLAYING A TRIANGLE.

10. Repeat steps 8 and 9, using the bells. Give the bells to two other pupils. The response should be "He's (she's) playing the bells," not ". . . a bell."

11. Repeat steps 8 and 9, using the second verse ("I drum along, boom-tee-boom-tee-boom") on the record, and the drums. Give the drums to two other pupils.

12. Repeat steps 8 and 9, using the third verse ("I click along, click-a-click-a-click") on the record and the sticks. Give the sticks to two other pupils.

13. Repeat steps 8 and 9, using the fifth verse ("I tap along, tap-ee-tap-ee-tap") and the tone-blocks. Give the tone-blocks to two other pupils.

C. Pronunciation

1. Model: (3). Echo: ◌ (3), ◉ .

FINGER.

FINGER.

Hold up your finger and have the children do the same.

AIR.

AIR.

Wave your finger in the air. Blow on your finger.

2. Have the children sing the first verses of "Put Your Finger in the Air" presented in lesson 72. Then have them recite it in groups and individually. Accompany them in the recitation so they have something to follow. This is not a memorization activity.

3. Model the word three times before you model the sentence. Do the same in the echo activity. Model: (3). Echo: ◌ (3), ◉ .

HAIR.

HAIR.

Touch your hair and have the children touch theirs.

THIS IS MY HAIR.

THIS IS MY HAIR.

Test:

Put a variety of the instruments on the table, enough to have one for each pupil. The children should be in their chairs. Give each pupil the instrument he requests. Complete the following dialog with each pupil. Be sure that each pupil has an opportunity to participate in both the question and answer parts at the end of the dialog.

WHAT DO YOU WANT?

Joe: I WANT [A TRIANGLE. / THE BELLS. / A DRUM. / SOME STICKS. / A TONE-BLOCK.]

Hand the instrument to the pupil.

THANK YOU.

YOUR WELCOME.

Have the children use their instruments to play "I Jing-a-ling."

JACK, WHAT'S [PETER / MARY] PLAYING?

Jack: [HE'S / SHE'S] PLAYING [A TRIANGLE. / THE BELLS. / A DRUM / SOME STICKS. / A TONE-BLOCK.]

WHAT'S JOE PLAYING, TOM?

ETC.

Likely Errors

a. What's he playing? —→ *What are he playing? (When the expected response is a plural noun, e.g., "He's playing bells.")

b. She's playing the triangle. —→ (In response to "What's Jane playing?") —→ *He's playing the triangle.

c. He's playing the drum. (In response to "What's Joe playing." —→ *She's playing the drum.

d. [er] —→ *[ir] in "air" or "hair."

e. [ər] —→ *[er] in "finger."

Lesson 77

I. OBJECTIVES

A. Content

1. The learner will be able to distinguish <u>what</u> questions with <u>doing</u> from <u>what</u> questions with other verbs, for example:

What is Jane doing?

What are they doing?

What is Joe eating?

What are they eating?

2. The learner will be able to answer these questions, respectively, with statements like:

Drinking water.
She's drinking water.

Playing.
They're playing.

A banana.
He's eating a banana.

Grapes.
They're eating grapes.

B. No test.

II. MATERIALS

Same materials as those listed in Lesson 75.

Teaching Points

a. <u>What</u> questions with -<u>ing</u> verbs about the object of the verb.

b. <u>What</u> questions with <u>doing</u> about activity, i.e., the predicate of the sentence.

c. Responses to <u>a</u> and <u>b</u>.

d. "He," "she," or a proper name with "is" and the -<u>ing</u> form of the verb in sentences described in <u>a</u>, <u>b</u>, and <u>c</u>.

e. "They," "we," or "you" with "are" and the -<u>ing</u> form of the verb in sentences described in <u>a</u>, <u>b</u>, and <u>c</u>.

f. "I" with "am" and the -<u>ing</u> form of the verb in sentences described in <u>a</u>, <u>b</u>, and <u>c</u>.

III. PROCEDURES

Presentation

1. Divide the class into pairs of pupils. Each pair should contain a boy and a girl if possible. Take pair 1 behind an easel or have them turn their backs while you cue (with a picture, jacks, jump-rope, etc.) two different activities to pair 2 and the rest of the class. Have the learners in pair 2 pantomime their activities one at a time while pair 1, having turned around to look at pair 2, converses, e.g.,

Pair 1:

1st L: WHAT'S JOE DOING?

2nd L: HE'S PLAYING
HE'S PLAYING JUMP-ROPE.

1st L: WHAT'S HE PLAYING?

2nd L: JUMP-ROPE.
HE'S PLAYING JUMP-ROPE.

1st L: WHAT'S JANE EATING?

2nd L: SHE'S EATING A BANANA.

Now reverse roles: pair 1 pantomimes while pair 2 converses. Continue until all the pupils have had a turn.

2. Repeat step 1, but this time cue only one pantomime activity for the pair so the pair conversing must use:

WHAT ARE THEY
- DOING?
- EATING?
- PLAYING?
- DRINKING?

THEY'RE
- PLAYING.
- PLAYING JACKS.
- EATING.
- EATING GRAPES.
- DRINKING
- DRINKING WATER.

- PLAYING.
- GRAPES.
- JACKS.
- WATER.

Accept these short responses.

3. Repeat step 2, but have pair 2 converse with pair 1. For example. Pair 1 pantomimes an activity together. Then:

Pair 2: WHAT ARE YOU DOING?
Pair 1: WE'RE PLAYING.
Pair 2: WHAT ARE YOU PLAYING?
Pair 1: WE'RE PLAYING HOP-SCOTCH.

Reverse roles and repeat step 3. Continue until all pupils have had a turn.

4. Have one pair come up and cue the 1st L to pantomime an activity while the 2nd learner turns his back. Then the 2nd learner turns around and begins a dialog like the following:

2nd L: WHAT ARE YOU DOING?

1st L: I'M PLAYING.
I'M PLAYING JACKS.

If this answer is used, follow up with a confirmation question "What are you playing?"

2nd L: WHAT ARE YOU PLAYING?

1st L: I'M PLAYING JACKS.
JACKS

Repeat step 4, reversing the roles. Continue until all the pupils have had a turn.

5. Do this and the next two steps if there is time. Have the children come up in pairs. Have the 1st learner pantomime an action that has been covered in the lesson, such as, jumping rope, drinking water, eating an apple, etc. Have the 2nd L imitate one of the dialogs below. Demonstrate the activity and the dialog by initiating the dialogs with two pupils first.

Dialog 1:

2nd L: WHAT ARE YOU DOING?

1st L: I'M PLAYING.

2nd L: WHAT ARE YOU PLAYING?

1st L: JACKS.
I'M PLAYING JACKS.

Dialog 2:

2nd L: WHAT ARE YOU
EATING?
PLAYING?
DRINKING?

1st L: AN APPLE. IT'S GOOD.
I'M EATING AN APPLE.

JACKS.
I'M PLAYING JACKS.

ORANGE JUICE.
IT'S GOOD.
I'M DRINKING ORANGE JUICE.

Then have the 2nd L do the pantomiming and the 1st L initiate the conversation. Continue until all pupils have had a turn.

6. Have pairs of pupils pantomime an action so the pupils conversing will have to use "they're" and "we're."

I. OBJECTIVES

A. Content

1. The learner will be able to use "it" after a verb, as in:

Do you want it?

2. The learner will be able to use "them" after a verb, as in:

Do you want them?

3. New vocabulary: them, only

4. The learner will be able to pronounce the consonant [ɫ] after vowels, as in "tall" and "small."

B. Test: See page 8.

II. MATERIALS

A. Boxes containing 8 crayons each. All crayons in a box should be the same color. Use only colors the pupils can identify. Supply enough boxes so you and each of the pupils can have one.

B. A large box

III. PROCEDURES

A. Presentation

1. Free Dialog. Give the big box to Tom. Go through this dialog only once.

Teaching Points

a. "It" for singular nonhuman nouns as object of a verb.

b. "Them" for plural nonhuman nouns as object of a verb.

C. The velarized alveolar lateral [ɫ]. (See lesson 26.)

I WANT THE BIG BOX.
WHO HAS IT?

○: TOM.
TOM DOES.
TOM HAS THE BIG BOX.

OH, YES. TOM HAS IT.

Pretend to look around for the big box.

Provide the response if necessary.

2. Model: (3). Echo: ○ (3).

TOM HAS IT.

TOM HAS IT.

Point to Tom.

3. Imitation. Take the box from Tom. Point to the box.

I HAVE THE BOX.
I HAVE IT.

Give the box to the 1st learner:

1st L: I HAVE THE BOX.
I HAVE IT.

1st L gives the box
to the 2nd learner:

2nd L: I HAVE THE BOX.
I HAVE IT.

4. Chain Dialog. Have each pupil take one crayon from his box and hold it. Have each child ask and answer the question til everyone has responded. Encourage the form of the answer below; model it, if necessary.

1st L: WHO HAS A [RED / GREEN / ETC.] CRAYON?

The pupil with the right crayon holds it up.

2nd L: I HAVE IT.

WHO HAS A [BLUE / YELLOW] CRAYON?

ETC.

5. Imitation. (Once with each pair of pupils). Model the dialog with a pupil. Have a few pairs of pupils dramatize it.

1st L: I HAVE A RED CRAYON. DO YOU WANT IT?

Or whatever the appropriate color.

2nd L: YES, I WANT IT.

1st L: TAKE IT.

1st L hands the crayon to 2nd L.

2nd L: THANK YOU.

2nd L accepts the crayon.

6. Free Dialog. Give a pupil a box of crayons. Go through this dialog only once.

WHO HAS THE BOX OF RED CRAYONS?

◯: [JOE. / JOE DOES. / JOE HAS IT.]

Provide the response if necessary.

7. Echo: ◯ (3).

WHO HAS THE BOX OF RED CRAYONS?

WHO HAS THE BOX OF RED CRAYONS?

JOE HAS IT.

JOE HAS IT.

8. Substitution. Cue the substitution each time by saying one of the colors. Model the question at first.

GREEN

(1): WHO HAS THE BOX OF GREEN CRAYONS?

(2): I HAVE IT.

The pupil who has the right box responds.

BLUE

(1): WHO HAS THE BOX OF BLUE CRAYONS?

(2): I HAVE IT.

Continue until all the boxes have been "found."

9. Free Dialog. Have each pupil take the crayons out of his box and hold them. Collect the boxes. Allow anyone, or a group together, to respond.

WHO HAS THE YELLOW CRAYONS?

I DO.
HE DOES.
SHE DOES.
JOE DOES.
JANE DOES.

Provide the response at first if necessary.

OH YES, | JOE / JANE | HAS THEM.

Continue till all the colors have been mentioned.

10. Model the response before you model the question again. Do the same in the echo activity.
Model: (3). Echo: (3).

WHO HAS THE [YELLOW / BROWN / ETC.] CRAYONS?

WHO HAS THE [YELLOW / BROWN / ETC.] CRAYONS?

[JOE / JANE] HAS THEM.

[JOE / JANE] HAS THEM.

Cue the answer, if necessary, by pointing to the pupil who has the particular set of crayons.

11. Free Dialog.

TOM, WHO HAS THE BROWN CRAYONS?

Tom: MARY HAS THEM.

TIM, WHO HAS THE GREEN CRAYONS?

Tim: JACK HAS THEM.

ETC.

Model or repeat the first response to encourage the full statement.

12. Imitation. Model the following dialog with a pupil. Have pairs of pupils dramatize it with other colors of crayons. Allow variations, if they are appropriate, in the dialog.

Do this step even if it means omitting the pronunciation activities below.

1st L: DO YOU HAVE THE BLACK CRAYONS?

2nd L: YES, I DO. DO YOU WANT THEM?

1st L: I ONLY WANT ONE.

2nd L: TAKE IT.

1st L: THANK YOU.

B. Pronunciation

1. Stand on your tip-toes.
Model: (2).

I'M TALL.

2. Model: (3). Echo: ○ (3).

TALL.

TALL.

3. Have the children stretch up tall.
Echo: ○ (3), ○ .

I'M TALL. I'M <u>VERY</u> TALL.

I'M TALL. I'M <u>VERY</u> TALL.

4. Bend your knees and make yourself as small as possible.
Model: (1).

I'M SMALL.

I'M SMALL.

5. Model: (3). Echo: ◌ (3).

SMALL.

SMALL.

6. Have the children make themselves as small as possible, by bending their knees.
Echo: ◌ (3), : .

I'M SMALL. I'M VERY SMALL.

I'M SMALL. I'M VERY SMALL.

7. Sing the song "I'm Tall, I'm Small" to the children. Pantomime the actions as suggested above.

I'M TALL, I'M VERY TALL,
I'M SMALL, I'M VERY SMALL.
SOMETIMES I'M TALL, SOMETIMES I'M SMALL;
GUESS WHAT I AM NOW!

8. Have the children recite the lyrics with you and pantomime the actions.

The song "I'm Tall, I'm Small" is from Birchard Music Series, Kindergarten, California State Series. Teacher's Ed.: p. 49.

Test:

Game. Give each child except one, either a box of crayons, some crayons of the same color, or a single crayon. Have them hide their crayons behind them or in their hands. Let the child who doesn't have any crayons go to anyone of the other pupils and ask the question:

1st L: I WANT THE [GREEN / RED / ETC.] CRAYONS.

DO YOU HAVE THEM?

2nd L: [YES, I HAVE THEM. / NO, I DON'T HAVE THEM.]

1st L: I WANT THE [BOX OF GREEN CRAYONS. / GREEN CRAYON.]

DO YOU HAVE IT?

2nd L: [YES. I HAVE IT. / NO. I DON'T HAVE IT.]

If the pupil guesses correctly he takes the box and takes his seat. If he isn't correct, he goes to another pupil and repeats the dialog. Model this once or twice to demonstrate.

Likely Errors

a. Yes, I want them. (In response to "Do you want the green crayons?") --, *Yes. I want it.

b. No. I don't want it. (In response to "Do you want the red crayon?") --, *No, I don't want them.

c. [ɑ] - *[i] in "tall" and "small."
"dark" (with back of tongue low in mouth) "light" (with back of tongue high in mouth)

Lesson 79

I. OBJECTIVES

A. Content

1. The learner will be able to use "him" or "her" after the verb, as in:

I see her.

Do you see him?

2. The learner will be able to use "him" instead of a masculine proper name and "her" instead of a feminine proper name, as in:

Do you see him?

3. New vocabulary: him, her.

4. The learner will be able to pronounce [p] and [b] before vowels, as in "peas" and "beans"

B. Test: See page 6

II. MATERIALS

A. Different pictures which show a boy doing something at school and at home. Similar pictures with a girl.

B. A picture of boys eating, a picture of shelled peas, and a picture of shelled beans.

C. Objects to place about the room for the Review. Any suitable objects used in previous lessons will do. For example, see the MATERIALS list for lesson 32. Have as many objects as there are pupils.

Teaching Points

a. The forms "him" and "her" as objects of the verb.

b. "Him" for masculine proper names.

c. "Her" for feminine proper names.

d. The aspirated voiceless bilabial stop [p] before vowels.

e. The voiced bilabial stop [b].

III. PROCEDURE

A. Review

1. Chain Dialog. Place items, visible to all, about the room in various locations, such as, on, under, by, in back of, in front of some objects. Start the review and then direct each pupil to choose something and ask the question, for example:

Look at the ball.

I SEE A BALL.
WHERE IS IT?

Tom: IT'S BY THE DESK.

I SEE A BALLOON.
WHERE IS IT?

Mary: IT'S ON THE BOX.

I SEE A DOLL, ALICE.
WHERE IS IT?

ETC.

B. Presentation

1. Free Dialog. Call on only one pupil.

WHO'S SITTING BY
JOE?

Tom: MARY.
MARY IS.

THAT'S RIGHT.
I SEE HER.

2. Model: (3). Echo: ◯ (3), ◉ .

I SEE HER.

Look at Mary. Do not emphasize "her." And note that a normal

I SEE HER.

3. Free Dialog. Describe a girl, for example:

I SEE A GIRL.
SHE HAS A BLUE SWEATER.
WHO SEES HER?

Joe: I SEE HER

WHO IS IT?

Joe: IT'S MARY.

Repeat two more times, describing different girls.

4. Free Dialog. Call on only one pupil.

WHO'S SITTING BY MARY?

Tom: JOE

THAT'S RIGHT.
I SEE HIM.

5. Model: (3). Echo: ◌ (3), ⊙.

I SEE HIM.

I SEE HIM.

pronounciation of "her" when not the first word in the sentence and when not stressed drops the h, i.e., [ɚ] .

The pupils look at Mary as they echo.

Model this response if Joe says, "I do" or query "You do what?"

Note that "Who is she?" would be a possible question in this context. "Who is it?" implies "Who is it that has a blue sweater?"

Provide the response if necessary

Look at Joe.

Look at Joe. Do not emphasize "him." And note that a normal pronunciation of "him" when not the first word in the sentence and when not stressed drops the h; i.e., [ɪm] .
The pupils look at Joe

6. Free Dialog. Describe a boy, for example:

I SEE A BOY.
HE HAS A GREEN CAP.
WHO SEES HIM?

Jane: I SEE HIM.

Model this response if Jane says, "I do" or query "You do what?"

WHO IS IT?

Jane: IT'S JOE.

Repeat two more times, describing different boys.

7. Repeat steps 3 and 6 alternately with appropriate descriptions, until each pupil in the class has been described and has had an opportunity to identify another pupil.

C. Pronunciation

1. Show the picture of the pigs eating.
Model: (1).

THE PIGS ARE EATING THEIR PEAS AND BEANS.

2. Show the same picture of pigs eating.
Model: (1). Echo: ◯(3), ◉.

PIGS

PIGS

3. Show the picture of peas.
Model: (1). Echo: ◯(3), ◉.

PEAS

PEAS

4. Show both the picture of peas and the picture of beans. Model: (1). Echo: ◯ (3), ⊙.

PEAS AND BEANS.

PEAS AND BEANS.

5. Sing the song "The Cows" to the children, but use lyrics below. Repeat the song and have the children join you.

THE BOYS ARE EATING THEIR PEAS AND BEANS,
PEAS AND BEANS, PEAS AND BEANS,
THE BOYS ARE EATING THEIR PEAS AND BEANS,
ALL DAY LONG.

The song "The Cows" is from the Birchard Music Series, Kindergarten, California State Series. Teacher's Ed.: P. 53

6. Recite the lyrics of the song and have the children repeat each line after you.

7. Chain Dialog. Have each pupil ask and answer questions like the following:

1st L: WHAT ARE THE BOYS EATING?

2nd L: PEAS AND BEANS. WHAT ARE THE BOYS EATING?

3rd L: PEAS AND BEANS.

Test:

Call on only one pupil. Put up one of the pictures which show a boy or a girl doing something at home or at school. Have a pupil guess from your description, for example:

I SEE A [BOY. / GIRL.]

[HE'S / SHE'S] AT [SCHOOL. / HOME.]

WHO SEES [HIM? / HER?]

Model this response if Alice says, "I do."

Alice: I SEE [HIM. / HER.]

WHAT'S [HE / SHE] DOING?

The pupil holds up the picture.

Alice: [HE'S / SHE'S] SWINGING.

Repeat twice, each time describing a different child in a different picture.

Repeat with different pupils giving the descriptions. Use other pictures or the same ones when you've run out.

Likely Errors

a. I see him.——>*I see he.

b. I see her.——>*I see she.

c. I see her (where reference is to a feminine proper name).——>*I see him.

d. I see him (where the reference is to a masculine proper name).——> *I see her.

e. Aspirated [p] in "peas" and "pigs"——>*unaspirated [p].

f. [b] in "beans"——>*the voiced bilabial fricative [β] (within certain phrases). [β] is a Spanish consonant.

I. OBJECTIVES

A. Content

1. The learner will be able to use "them" after the verb, as in:

I see them.

2. The learner will be able to pronounce [t] and [d] before vowels, as in "tick-tock" and "hickory-dickory-dock."

B. Test: See page 4

II. MATERIALS

A. Sets of objects, one set for each pupil, to place about the room, such as two toy airplanes, three apples, two balloons, three balls, two toy cars, three crayon boxes, four red crayons, four rhythm sticks, three rulers, and two toy dogs.

B. Two puppets.

III. PROCEDURE

A. Review

Imitation. Model the dialog twice with the two puppets. Have pairs of pupils imitate the dialog, choosing other pupils to talk about.

Lesson 80

Teaching Points

a. The form "them" as object of the verb, as distinguished by "they" as subject of the verb, when the reference is the same

b. "Them" as substitute for two or more proper names or for plural common nouns.

c. The aspirated voiceless alveolar stop [t] before vowels.

d. The voiced alveolar stop [d] before vowels.

1st P: WHERE'S [JOE? / JANE?]

2nd P: [HE'S / SHE'S] SITTING BY [MARY. / TOM.]

DO YOU SEE [HIM? / HER?]

1st P: YES, I SEE [HIM. / HER.] THANK YOU.

Joe or Jane should actually be sitting by Mary or Tom.

B. Presentation

1. Free Dialog. Have the pupils close their eyes while you put sets of objects, one set for each pupil, about the room, for example:

Call on only one pupil.

I WANT TWO AIRPLANES.
WHO SEES THEM?

Joe: I SEE THEM.

Model this response if Joe says, "I Do."
Glance around the room. Don't over emphasize "them." In fact, "them" can be very weakly stressed, with the th pronounced very lightly or dropped completely, to sound like [ˈəm] or [ˈɛm], and still be correct English speech.

WHERE ARE THEY?

Joe: THEY'RE BY THE WINDOW.

The pupil goes over to the objects. Accept the objects from the pupil.

I WANT THEM, PLEASE.
THANK YOU.

Joe: YOU'RE WELCOME.

Repeat two times, using other sets of objects and calling on different pupils.

Repeat but with a different pupil taking the teacher's part each time and deciding for himself which set of objects he wants to ask for. Have the pupils close their eyes while you place the two sets already mentioned in different spots about the room.

2. Free Dialog. While the other pupils have their eyes closed, have two pupils go and stand by the door.

I WONDER WHERE JOE
AND JANE ARE.
DO YOU SEE THEM?

◯: YES. I SEE THEM BY THE DOOR.

As the pupils open their eyes.

THANK YOU. I SEE
THEM, TOO.

Repeat a few more times, assigning a different pair of pupils to a different place in the room each time.

C. Pronunciation

1. Sing the song "Hickory Dickory Dock" to the children.

HICKORY DICKORY DOCK, (TICK-TOCK)
THE MOUSE RAN UP THE CLOCK; (TICK-TOCK)
THE CLOCK STRUCK ONE, THE MOUSE RAN DOWN.
HICKORY DICKORY DOCK. (TICK-TOCK)

The song "Hickory Dickory Dock" is from the Birchard Music Series, Kindergarten, California State Series. Teacher's Ed.: P.35

2. Model: (3). Echo: ◯ (3), ◴.

HICKORY DICKORY
DOCK.

HICKORY DICKORY DOCK.

3. Model: (3). Echo: ◯ (3), ◴.

TICK-TOCK.

TICK-TOCK.

4. Recite the words of the song and have the children echo line by line.

5. Sing the song and have the children join you.

6. Recite the words of the song and encourage the children to join you for "Hickory Dickory Dock" and "Tick-Tock" whenever they occur.

Test:

Have two pupils - Tom and Mary - hide while the others have their eyes closed. Ask a pupil "Do you see Joe and Jane?" The pupil will answer "Yes, I see them," since Joe and Jane are not the ones asked to hide. Then ask another pupil "Do you see Tom and Mary?" The pupil will answer "No I don't see them." Repeat this for every pupil, varying the names, and the pupils who hide, so both affirmative and negative answers will be cued. Be sure that the pupils named each time are either both hidden or both visible.

Likely Errors

a. I see them.——> *I see they.

b. I see them. (When the reference is two or more persons.)——> *I see him. ~ *I see her.

c. Aspirated [t] ——> *unaspirated [t] in "tick-tock."

d. [d]——> *the voiced dental fricative[ð] between vowels in "Hickory Dickory Dock."

Lesson 81

I. OBJECTIVES

A. Content

1. New vocabulary: collecting, erasing, helping

2. The learner will be able to use "him," "her," "it," and "them" after verbs as in:

   He's erasing it.
   She's collecting them.
   He's helping her.
   Joe's helping him.

3. The learner will be able to pronounce [g] and [k] before vowels, as in "goats" and "corn."

B. Test: See page 6.

II. MATERIALS

A. Three pictures of a girl helping (a) a man at school, (b) a woman at home, and (c) a group of people, e.g., parents

B. Three pictures of a boy helping

C. Two pictures: a girl erasing the chalkboard, a boy erasing the chalkboard

Teaching Points

a. The object forms of the third person pronouns: "him," "her," "it," and "them."

b. The substitution of a masculine human noun in object position by "him."

c. The substitution of a feminine human noun in object position by "her."

d. The substitution of other nouns by "it."

e. The substitution of a plural noun in object position by "them."

f. The aspirated voiceless velar stop [k] before vowels.

g. The voiced velar stop [g].

D. Two pictures: a girl collecting pencils or books, a boy collecting pencils or books

E. A picture of goats eating grass and corn.

F. A blackboard eraser, several pencils, and books

III. PROCEDURES

A. Presentation

1. Show the three pictures of a girl helping.
Model: (3)

THERE'S A GIRL. — Point to the girl each time. Emphasize "there's."

SHE'S HELPING { HIM. / HER. / THEM. } — Point to the person(s) being helped.

2. Echo: (3).

HELPING.

HELPING.

3. Free Dialog. Ask the question three times, once for each picture.

WHAT'S SHE DOING? — Point to the girl.

◌ : SHE'S HELPING { HIM. / HER. / THEM. } — The children point to the appropriate picture.

4. Show the three pictures of a boy helping.
Model: (3).

THERE'S A BOY. — Point to the boy each time. Emphasize "There's."

HE'S HELPING [HIM. / HER. / THEM.]

Point to the person(s) being helped.

5. Free Dialog. Go through the following dialog three times, once for each picture.

WHAT'S HE DOING?

( ) : HE'S HELPING [HIM. / HER. / THEM.]

The children point to the appropriate picture.

THAT'S RIGHT.

HE'S HELPING [HIM. / HER. / THEM.]

WHERE'S THE BOY HELPING [HIM? / HER? / THEM?]

HE'S HELPING [HIM / HER / THEM] AT [SCHOOL. / HOME.]

6. Show the two pictures of a child erasing the board.
Model: (2).

[HE'S / SHE'S] AT THE BOARD.

Point to the child in the picture you are referring to.

[HE'S / SHE'S] ERASING IT.

7. Model: (1). Echo: (3).

ERASING.

ERASING.

[erasing].

8. Free Dialog. Whisper to a pupil to go and erase the chalkboard.

JOE'S AT THE BOARD.
WHAT'S HE DOING?

You may have to quickly write or draw something on the board to be erased.

1st L: HE'S ERASING IT.

Repeat with three other pupils going to the board and the others answering the question.

9. Repeat steps 6-8 for the "collecting" pictures, changing the sentences of each activity accordingly. These sentences will contain "them," as in, "What's Joe doing with these pictures?" "He's collecting them."

10. Imitation. Have a pair of pupils dramatize the following dialog. Give Mary some pencils.

JANE, ASK JOE WHAT
MARY HAS.

Jane: JOE, WHAT DOES MARY HAVE?

Joe: SHE HAS SOME PENCILS.

If Jane is unable to follow this instruction, you can have her echo, "Joe, what does Mary have?" But try the direction first; it's fairly simple and will be very useful in future drill activities.

Have Mary distribute the pencils.

JANE, ASK WHAT MARY'S DOING WITH THE PENCILS.

Or have Jane echo, "What's she doing?

Jane: WHAT'S SHE DOING WITH THE PENCILS?

Joe: SHE'S GIVING THEM TO HER FRIENDS.

Or, "She's giving the pencils to her friends." or simply, "Giving them to her friends."

Repeat two more times with two other sets of children participating. Then repeat the entire activity three times, using books instead of pencils.

E. Pronunciation

1. Show the picture of goats eating grass and corn.
Model: (1).

THE GOATS ARE EATING THEIR GRASS AND CORN.

2. Model: (1). Echo: (3), .

GOATS.

GOATS.

3. Model: (1). Echo: (3), .

CORN.

CORN.

Make sure the children aspirate the [k] of "corn" [kɔrn].

4. Sing the song "The Cows" to the children, but use the lyrics below. Repeat the song and have the children join you.

The song "The cows" is from the Birchard Music Series, Kindergarten, California State Series. Teachers Ed.: P. 53.

THE GOATS ARE EATING THEIR GRASS AND CORN,
GRASS AND CORN, GRASS AND CORN.
THE GOATS ARE EATING THEIR GRASS AND CORN
ALL DAY LONG.

5. Recite the lyrics of the song and have the children join you.

Test:

Chain Dialog. Put up all the pictures, turned away from the pupils. Select a picture, turn it, and begin the test. Allow for a variety of answers. For example:

| THIS BOY / TONY | HAS SOME BOOKS.

WHAT'S HE DOING?

1st L: HE'S GIVING THEM TO HIS FRIENDS.

1st L selects a picture and turns it.

| THIS GIRL / ANN | HAS SOME PENCILS.

WHAT'S SHE DOING?

2nd L: SHE'S GIVING THEM TO HER FRIENDS.

2nd L selects a picture and turns it.

| THIS BOY'S / RALPH'S | WITH HIM.

WHAT'S HE DOING?

3rd L: HE'S HELPING HIM.

ETC.

Likely Errors

a. Joe's helping her. → *Joe's helping she.

b. Jane's helping him. → *Jane's helping he.

c. She has them. (for "She has the pencils.") → *She has it.

d. Aspirated [k] → *unaspirated [k] in "corn."

e. [g] → *[ʒ] in "the goats."

Lesson 82

I. OBJECTIVES

A. Content

The learner will be able to use "it," "them," "her," and "him" in dialogs like the following:

(i) Who has the [jacks? / eraser?]

I do. Do you want [them? / it?]

Yes, I Do.

(ii) Do you see Jane?

Yes, I see her.

She's sitting beside Joe. Do you see him?

Yes, I see him. Thanks.

(iii) Where are Joe and Jane?

They're by the teacher. Do you see them?

Yes, I see them. Thanks.

B. No test

II. MATERIALS

Two crayons, two jacks, two pencils, two rulers, three nickels, two puppets, a whistle, and a ball.

Teaching Points

a. "Him," "her," "it," and "them" as objects of verbs.

b. "Him" for masculine proper names.

c. "Her" for feminine proper names.

d. "It" for non-human singular nouns.

e. "Them" for plural nouns.

III. PROCEDURES

Presentation

1. Imitation. Put two crayons, two jacks, two pencils, and two rulers on the table. With two puppets model the following dialog:

Puppet 1 puts the two crayons on the floor.

Puppet 2: WHERE ARE THE CRAYONS?

Puppet 1: THEY'RE ON THE FLOOR. DO YOU WANT THEM?

"Them" is pronounced with weak stress; the th is pronounced lightly or is omitted.

Puppet 2: YES, I DO. THANKS.

Puppet 1 hands the two crayons to puppet 2.

Have the pupils come up in pairs and take the roles of the puppets. Give all the pupils a turn with both sides of the dialog.

2. Repeat step 1 with the follow dialog:

Puppet 2 puts one pencil on Joe's desk.

Puppet 1: DO YOU HAVE A PENCIL?

Puppet 2: YES, I DO. DO YOU WANT IT?

Puppet 1: WHERE IS IT?

Puppet 2: IT'S ON JOE'S DESK

Puppet 1: MAY I HAVE IT?

Or, "I want it, please."

Puppet 2: YES

Puppet 1: THANK YOU.

Puppet 2 gives puppet 1 the pencil.

3. Repeat step 1 with the following dialog:

Puppet 2: DO YOU SEE JANE?

Pointing to Jane in the class.

Puppet 1: YES, I SEE HER.

"Yes, I do" is permissible, of course. "Her" under weak stress when not the first word in a sentance [ɚ] ; "him" is [ɪm] .

Puppet 2: SHE'S SITTING BY JOE. DO YOU SEE HIM?

Puppet 1: YES, I SEE HIM.

4. Repeat step 1 with the following dialog:

Puppet 1: WHERE ARE JOE AND JANE?

Have Joe and Jane stand by the door.

Puppet 2: THEY'RE BY THE DOOR. DO YOU SEE THEM?

Puppet 1: YES, I SEE THEM. THANKS.

When the different pupils come up, have Joe and Jane change positions, e.g., by the teacher, by the window, etc.

5. Seat the pupils in a circle and pass out two small puppets, three nickels, a whistle, and a small ball. Keep the puppets together and the nickels together. Make sure all the pupils see and know which items are involved in the game. Tell the pupils to close their eyes while they pass the items around the circle to their left. Tell them to stop and all put their hands behind them--those without the items as well as those with them. You choose a pupil (one you know who doesn't have an item) to ask someone for an item.

Teacher:
JOE, IT'S YOUR TURN.

Joe: JANE, DO YOU HAVE THE
PUPPETS?
NICKLES?
WHISTLE?
BALL?

Jane: NO, I DON'T HAVE
THEM.
IT.

YES, I HAVE THEM.
IT.

Give each pupil at least two chances to guess who has what he is asking for. Give everyone a chance to ask and answer the questions.

6. Have all the pupils sit in a circle and choose someone to start the following guessing game.

Joe: I SEE A BOY. HE HAS BLUE PANTS. WHO ELSE SEES HIM?

Have pupils who know raise their hands and Joe chooses one, say Jane.

JANE

Jane: I SEE HIM.

Joe: WHO IS IT?

Jane: IT'S JIM.

Joe: YOU'RE RIGHT.

(Or model the question for Joe.)

7. Repeat step 6 with the following dialog:

Joe: I SEE TWO BOYS. THEY HAVE WHITE SHIRTS. WHO SEES THEM?

Those who know raise their hands and Joe chooses one of them.

JANE

Jane: I SEE THEM.

Joe: WHO ARE THEY?

Jane: THEY'RE JIM AND BOB.

Joe: YOU'RE RIGHT.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions and give answers like the following:

Can you open the door?
Yes, I can.

Who can open the door?
I can.

What can you open?
A window.

2. New vocabulary: can, close, open

3. The learner will be able to pronounce [k] after a consonant at the end of a word, as in "fork."

B. Test: See page 7.

II. MATERIALS

A. A papersack full of objects: whistle, ball, marble, pencil, crayon, ball, eraser, balloon, brush, ring, etc., with which the children are familiar

B. Two puppets and a playhouse

III. PROCEDURES

A. Review

1. Chain Dialog. Start off the following dialog but help the pupils carry it on by themselves by modeling as many of the questions and answers

Lesson 83

Teaching Points

a. Yes-no questions with "can" in the sense of ability.

b. Who questions with "can," where who is the subject of the verb.

c. What questions with "can," where what is the object of the verb.

d. Responses to such questions.

e. The voiceless velar stop [k] after a consonant (an [r]) at the end of a word.

as you have to. The dialog may sound like the following:
I HAVE SOME THINGS IN THIS SACK. DO YOU WANT TO SEE THEM?

YES.

Reach into the sack and take out one object.

I HAVE A WHISTLE. JOE, DO YOU WANT IT?

YES.

Have Joe reach into the sack and take out an object. Then have each pupil in turn do the same.

Joe: I HAVE A BALL. JANE, DO YOU WANT IT?

Jane: YES. I HAVE A PENCIL. TOM, DO YOU WANT IT?

Tom: YES. I HAVE A MARBLE. MARY, DO YOU WANT IT?

Mary: YES.

ETC.

D. Presentation

1. Have two puppets, John and Paul, use the playhouse while they are modeling the following dialog.
Model: (2).

Hold up the papersack full of objects.

Or "Yes, I do." "Yes, I want to see them."

Hold up the whistle for everyone to see.
Give the whistle to Joe.

Have him hold up the ball and then give it to Jane.

Have Jane hold up the pencil and then give it to Tom.

Have Tom hold up the marble and then give it to Mary.

John: CAN YOU OPEN THE DOOR?

Paul: YES, I CAN.

Have Paul open the playhouse door.

"Can" is usually [kæn] when pronounced with strong stress, always in final position, but [kən] when weak stressed.

Paul: WHAT CAN <u>YOU</u> OPEN?

John: A WINDOW.

Have John open a playhouse window.

Stress "you."

2. Have the two puppets go through the actions while the dialog is being carried out.
Echo: ◯ (3), ⊙ .

CAN YOU OPEN THE DOOR?

YES, I CAN.

WHAT CAN <u>YOU</u> OPEN?

A WINDOW.

CAN YOU OPEN THE DOOR?

YES, I CAN.

WHAT CAN <u>YOU</u> OPEN?

A WINDOW.

Have Paul open the playhouse door.

Stress "you."

Have John open a playhouse window.

"The" door and "a" window imply one door plus more than one window. If playhouse has more doors or only one window, use the appropriate articles!

3. Response. Have two pupils take the parts of the puppets and carry out the following dialog. When they are finished, have other pupils carry it out.

1st L: CAN YOU OPEN THE DOOR?

2nd L: YES, I CAN.
WHAT CAN <u>YOU</u> OPEN?

1st L: A WINDOW.

Have Paul open the playhouse door.

Have John open the playhouse window.

4. Model: (2).

WHO CAN OPEN THE DOOR?
I CAN.

Go over and open the door.

5. Free Dialog.

WHO CAN OPEN THE DOOR?

Jane: I CAN.

Have Jane go over and open the door.

JOE, WHAT CAN YOU OPEN?

Joe: A WINDOW.

Model the response for Joe if you have to. Have him open a window.

MARY, CAN YOU OPEN THE CLOSET DOOR?

Mary: YES, I CAN.

Have Mary go open the closet door.

WHO CAN OPEN A WINDOW?

Jack: I CAN.

Have Jack go over and open another window.

Continue with pairs of pupils asking each other similar questions and demonstrating what they can do.

6. Model: (3).

WHO CAN CLOSE THE DOOR?
I CAN.

Go close the door.

WHO CAN CLOSE A WINDOW? (The window if only one is open)
I CAN.

Go close the window.

WHO CAN CLOSE THE CLOSET DOOR?
I CAN.

Go close the closet door.

7. Free Dialog.

JANE, CAN YOU OPEN THE DOOR?

	YES, I CAN.	Have Jane open the door.
MARY, CAN YOU CLOSE THE DOOR?		
	YES, I CAN.	Have Mary close the door.
TOM, CAN YOU OPEN THE CLOSET DOOR?		
	YES, I CAN.	Have Tom open the closet door.
WHO CAN OPEN A WINDOW?		
	I CAN.	Have one of the pupils open the window.
JOE, WHAT CAN YOU CLOSE?		
	I CAN CLOSE THE WINDOW.	Have Joe close the window. Say, "Yes! You can close the window" if he has given only the short answer "A window."

Call on a pupil to take your role of asking four or five questions of different pupils. Repeat with other pupils asking the questions.

C. Pronunciation

1. Model: (1).

   ONE, TWO, THREE, FOUR. — Make four chalk marks on the board. Point to each mark as you count.

2. Have the pupils pronounce the /k/ in "fork" without aspirating it; in sentence final position, without ever releasing it.
   Model: (3). Echo: ○ (3), ○ .

   FORK. — Hold up a fork.

   A FORK.

   FOUR. — Point to the four chalk marks.

   FOUR.

   FORK. — Hold up a fork.

   FORK.

3. Response. Pronounce the words at random. Stand several feet from the four chalk marks

on the board, holding the fork up in hour hand. As you pronounce each word, have the pupils either point to the fork or the four chalk marks, whichever corresponds to what you have just said.

FORK.
FOUR.
FOUR.
FORK.
etc.

4. Response. At random, point to the fork or the four chalk marks. Have the pupils give the proper response.

FORK.
FOUR.
FORK.
FORK.
etc.

5. Have two puppets, John and Peter, model the following dialog.
Model: (2).

John: DO YOU DRINK MILK WITH A FORK?

Peter: NO. I EAT MEAT WITH A FORK?

6. Dialog. Have the pupils take turns holding the puppets and giving the dialog above. Model as much as you have to.

Notice that "four" is relatively longer than "fork," since the latter ends in voiceless stop, which has the effect of shortening the syllable (vowel) that precedes.

Test:

Chain Dialog. Start off the following dialog but help the pupils carry it on by themselves by modeling as many of the questions and answers at first as you have to. Encourage variety in the types of questions used. It may sound like this:

JOE, CAN YOU OPEN THE DOOR?

Have Joe open the door.

YES, I CAN.

Joe: WHO CAN OPEN A WINDOW?

Have Tom go open a window.

Tom: I CAN.

MARY, WHAT CAN YOU OPEN?

Have Mary go open another window.

Mary: I CAN OPEN A WINDOW, TOO.

JANE, CAN YOU OPEN THE CLOSET DOOR?

Have Jane go open the closet door.

Jane: YES, I CAN.

WHO CAN CLOSE A WINDOW?

Bob: I CAN.

Have Bob go close the window.

JACK, CAN YOU CLOSE THE DOOR?

ETC.

Likely Errors

a. Who can open the door? → *Who can opens the door? or *Who cans open the door?

b. I can. → *Yes, I can. (In response to "Who can open the door?")

c. I can open a window. → *A window I can. (In response to "What can you open?" the response "A window I can" is not really a structured error, but it is quite deviant and somewhat affected.)

d. [fork] → *[fɔf ɹ] or *[fɔk] for "fork." The pronunciation [fɔk] is standard in Britain and in certain parts of New England and the south, and thus is acceptable if the teacher is a speaker of one of these dialects.

I. OBJECTIVES

A. Content

1. The learner will be able to ask permission with "may", for example:

May I open the door?
May I erase the board?
May I collect the papers?
May I get the books?

2. New vocabulary: get.

3. The learner will be able to pronounce [p] after a consonant at the end of a word as in "lamp" and "camp."

B. Text: See page 7.

II. MATERIALS

A. Paper, books, crayons, chalk, puppets, dolls and a bell.

B. A picture of a lamp and a picture of a sheep camp.

III. PROCEDURES

A. Review. Ask questions like the following, mostly questions with "can" in the sense of ability.

WHO'S SITTING BESIDE JANE?

1st L: JOE IS.

CAN YOU SEE HIM?

1st L: YES, I CAN.

Lesson 14

Teaching Points

a. Vary the questions with "may" in the sense of permission.

b. If you use "can" instead of "may" to ask for permission habitually, you may substitute "can" for every instance of "may" in this lesson when asking for permission.

c. "I" with "may" as permission.

d. The voiceless bilabial stop [p] after a consonant [m] at the end of a word.

TOM, WHAT DO I HAVE?

Hold up two green crayons.

2nd L: TWO GREEN CRAYONS.

DO YOU WANT THEM?

2nd L: YES, I DO

Give them to Tom.

WHERE'S MARY?

Have Mary standing silently by the board.

3rd L: SHE'S STANDING BY THE BOARD.

CAN YOU SEE HER?

3rd L: YES, I CAN.

CAN YOU HEAR HER?

3rd L: NO, I CAN'T.

WHAT'S ON THE DESK?

Put the bell on the desk.

4th L: A BELL.

CAN YOU HEAR IT?

Ring the bell.

4th L: YES, I CAN.

ETC.

B. Presentation

1. Imitation. Put all of the dolls and puppets side by side at the table in a pretend class. Model the following dialog:

1st Puppet: MAY I OPEN THE DOOR?

YES, YOU MAY OPEN THE DOOR. — Have the puppet go open the door.

2nd Puppet: MAY I ERASE THE BOARD?

YES, YOU MAY ERASE THE BOARD. — Have the puppet erase the board.

Give the puppets to different pairs of pupils and go through the dialog with them. Let the children do for their puppets what you have permitted them to do in the dialog.

2. Repeat step 1 with each of the following dialogs:

(a) 1st Puppet: MAY I GET THE BOOKS?

YES, YOU MAY GET THE BOOKS. — Have the puppet get the books.

2nd Puppet: MAY I GET THE BOOKS?

YES, YOU MAY GET THE BOOKS. — Have the puppet get the books.

(b) 1st Puppet: MAY I CLOSE THE DOOR?

YES, YOU MAY CLOSE THE DOOR. — Have the puppet close the door.

2nd Puppet: MAY I COLLECT THE BOOKS?

YES, YOU MAY COLLECT THE BOOKS. — Have the puppet collect the books.

3. Free Dialog. Try to elicit requests from the children by pointing to different objects, e.g., point to the books, saying "I want someone to get the books," and see if someone will say, "Can I get the books?" Model the full requests for the pupils at first.

I WANT SOMEONE TO OPEN THE DOOR.

Mary: MAY I [OPEN THE DOOR? DO IT?]

Have Mary open the door.

YES, MARY.
I WANT SOMEONE TO ERASE THE BOARD.

Jane: MAY I [ERASE THE BOARD? DO IT?]

Have Jane erase the board.

YES, JANE.
I WANT SOMEONE TO GET THE BOOKS.

Tom: MAY I [GET THE BOOKS? DO IT?]

YES, TOM.

Continue with the dialog until everyone has had a chance to make several requests and perform the actions.

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙.

A LAMB.

Hold up the picture of a lamb. The word "lamb" is pronounced [l ae m]

A LAMB.

2. Model: (3). Echo: ◯ (3), ⊙.

A LAMP.

Hold up the picture of a lamp.

A LAMP.

3. Free Dialog. Put the two pictures on the chalk rail quite far apart from each other. Pronounce the words at random. As you pronounce each word have the pupils point to the appropriate picture.

   A LAMP.

   A LAMB.

   A LAMP.

   ETC.

4. Free Dialog. Point to the pictures at random. As you point to each picture have individual pupils give the appropriate response.

   A LAMB.

   A LAMP.

   A LAMB.

   ETC.

5. Put the pictures of a lamp and a sheep camp on the chalk rail.

   Model: (2). Echo: (3).

   I SEE A LAMP. — Hold up the picture of a lamp.

   I SEE A LAMP.

   I SEE A CAMP. — Hold up the picture of a camp.

   I SEE A CAMP.

Chain Dialog. Have each pupil point to one of the pictures and ask:

1st L: WHAT DO YOU SEE?

2nd L: A LAMP?
I SEE A LAMP.

Etc.

1st L points to the lamp.

Test:

The teacher will ask for help. She should model the full response each time if the pupils don't volunteer it. The dialog may sound like the following:

WHO CAN OPEN THE DOOR?

Tom: I CAN.

ASK ME IF YOU MAY

Tom: MAY I OPEN THE DOOR?

YES, TOM. Tom opens the door.
WHO CAN ERASE THE BOARD?

Joe: I CAN.

ASK ME IF YOU MAY.

Joe: MAY I ERASE THE BOARD?

YES, JOE. Joe erases the board.
WHO CAN COLLECT THE PAPER?

Mary: I CAN

ASK ME IF YOU MAY. Mary: MAY I COLLECT THE PAPER?

YES, MARY.

Mary collects the paper.

Likely Errors

a. Can I get the books?-⁄⁄Can I gets the books? (That is, where the object of the verb is plural, the learner sometimes attaches an "s" to the verb as well.)

b. [l ee m p] -⁄⁄[l ee m] for "lamp."

I. OBJECTIVES

A. Content

1. The learner will be able to use "will" with verbs in *what* and *yes-no* questions and in statements, as in the following:

What will Joe do?
He'll walk.

Will Jane drink the milk?
Yes, she will.
No, she won't.

2. The learner will be able to use the contractions of "will" with subject pronouns and with the negative, as in the following:

He'll erase the chalkboard.
No, he won't.

3. The learner will be able to pronounce [t] and [d] after consonants at the end of words, as in "won't," "rest," and "stand."

B. Test: See page 7.

II. MATERIALS

A. Three boxes, one colored yellow, another blue, and the third red

B. A ball, a marble, and a pencil

C. Pictures of (a) a boy holding an eraser and standing by the chalkboard, (b) a family at the dinner table about to eat, (c) a teacher about to write on the

Teaching Points

a. *What* and *yes-no* questions with "will."

b. Responses to a.

c. The contraction of "will" [wɪl] to "ll" [l] after pronouns, as in "he'll," "she'll," "I'll, "we'll," etc.

d. The contraction of "will not" [wɪlnat] to "won't" [wownt].

e. The voiceless alveolar stop [t] after a consonant [n, s] at the end of a word.

f. The voiced alveolar stop [d] after a consonant [n] at the end of a word.

chalkboard, (d) girls getting ready to play hopscotch, and (e) boys with paints and easels.

III. PROCEDURES

1. Using the cutouts of the toy soldier and the doll, present this dialog, animating the cutout when it is "talking."
Model: (1). Echo: ◯ (2).

Doll: I CAN WALK.

I CAN WALK.

I CAN TALK.

I CAN TALK.

WHAT CAN YOU DO?

WHAT CAN YOU DO?

Toy Soldier: I CAN STAMP AND I CAN MARCH.

I CAN STAMP AND I CAN MARCH.

Doll: WELL, I CAN PLAY JACKS. YOU CAN'T.

WELL, I CAN PLAY JACKS. YOU CAN'T.

Toy Soldier: OF COURSE NOT! I'M A SOLDIER!

OF COURSE NOT! I'M A SOLDIER!

2. Imitation. Have pairs of pupils do the dialog, changing it as they see fit, getting cues only when necessary.

Presentation

1. Model: (3).

   I'LL WALK.

   NOW, I'M WALKING.

2. Free Dialog: ◯ (2).

   I'LL MARCH.
   WHAT WILL I DO.

   YOU'LL MARCH.

   NOW I'M MARCHING.
   WHAT AM I DOING?

   YOU'RE MARCHING.

3. Repeat step 2 for the verbs "clap," "write," "close the door," and "open the door."

4. Free Dialog. Assign individual pupils or pairs of pupils to do each of the actions in steps 1-3. Before they do, have the class ask them what they will do. For example:

   ◯: (To Joe) WHAT WILL YOU DO?

   Joe: I'LL WALK.

   ◯: (To Elsa and Helen) WHAT WILL YOU DO?

   Elsa and/or Helen : WE'LL WALK.

5. Free Dialog. Have the children ask each other what the pupils assigned an action will do. For example:

Then walk.

Walk as you say this.

Confirmation intonation (high and rising). This is a realistic way of asking a question right after the information requested has been given. The question, asked in this way, really means: "Can you repeat what I said I'd do?"

Model if necessary

Mary: WHAT WILL JOE DO?

Jack: HE'LL WALK.
WHAT WILL ELSA AND HELEN DO?

Mary: THEY'LL MARCH.

6. The pupils then perform the actions and as they do they state what they are doing, using the -ing form of the verbs. For example:

Joe: I'M WALKING.
Elsa and Helen: WE'RE MARCHING.

7. Free Dialog.

a) Put three colored boxes on the table. Say the sentences below:

I'LL PUT THIS BALL IN THE YELLOW BOX.
THEN I'LL CLOSE THE BOX.
WHAT WILL I DO?

○: YOU'LL PUT THE BALL IN THE YELLOW BOX. (THEN) YOU'LL CLOSE THE BOX.

Class, or a pupil.

Perform the actions stated in your sentences.

b) Call on a girl.

JANE WILL PUT THE MARBLE IN THE RED BOX.
THEN SHE'LL CLOSE THE BOX.
WHAT WILL JANE DO?

Class: SHE'LL PUT THE MARBLE.....

Have Jane do the expected actions.

c) Repeat step b, this time saying that a boy will put the pencil in the blue box.

d) Place the marble, the ball, and the pencil in the three boxes while everyone watches. Assign three children to open the boxes. Before they do, each will ask the class:

WHAT WILL I SEE IN THE [YELLOW / RED / BLUE] BOX?

○: YOU'LL SEE THE [MARBLE. / BALL. / PENCIL.]

e) Change the contents of the boxes around and assign another group of children to open them. The rest of the class asks each other yes-no questions about what the three will see in the boxes. Encourage questions which elicit negative responses. For example:

Joe: WILL ESTHER SEE THE MARBLE IN THE YELLOW BOX?

Mary: NO, SHE WON'T. SHE'LL SEE THE PENCIL.

C. Pronunciation

1. Chain Dialog. Stand erect. Have the children stand in a line or circle.

I CAN STAND UP
STRAIGHT.
CAN YOU STAND UP
STRAIGHT?

[stæ nd] for "stand."

1st L: YES, I CAN.
(Stands erect.)
CAN YOU STAND UP
STRAIGHT?

2nd L: YES, I CAN.
(Stands erect.)
CAN YOU STAND UP
STRAIGHT?

ETC.

2. Present the following finger play to your class, with appropriate gestures.

THIS IS THE WAY MY FINGERS STAND,
FINGERS STAND, FINGERS STAND,
THIS IS THE WAY MY FINGERS STAND
SO EARLY IN THE MORNING.

THIS IS THE WAY THEY GO TO REST,
GO TO REST, GO TO REST.
THIS IS THE WAY THEY GO TO REST
SO EARLY IN THE MORNING.

"This is the Way My Fingers Stand," p. 234 in TALKING TIME, L. B. Scott and J. J. Thompson, Webster Publishing Co., St. Louis, 1951.

[rest] for "rest."

3. Repeat it, this time having the children join in on the second line of each stanza.

Test:

1. Show the pictures listed in the Materials Section C, one at a time. Have pairs of pupils ask each other <u>what</u> questions about each one and give appropriate responses. For example:

   WHAT WILL THE BOY DO?

   HE'LL ERASE THE CHALKBOARD.

   Afterwards have them ask <u>yes-no</u> questions and give the appropriate responses. For example:

   WILL THE GIRLS EAT DINNER?

NO, THEY WON'T. THEY'LL PLAY HOP-SCOTCH. YES, THEY WILL.

   Encourage questions which elicit negative responses.

2. Chain Dialog.

   WHAT WILL YOU PLAY AFTER SCHOOL?

   Provide a sample response if necessary. The one who responds asks the same question of a classmate. Continue until all have participated.

Likely Errors

a. What will Joe do?—>*What will Joe does?

b. What will Joe do?—>*What Joe will do? or *What will do Joe?

c. Yes, he will.—>*Yes, he do it. or *Yes, he do. (In response to a question like "Will Joe drink milk?")

d. No, he won't.—>*No, he willn't.

e. [tres]—>*[tres] for "trees."

f. [wownt]—>*[wown] or *[won] for "won't."

I. OBJECTIVES

A. Content

1. The learner will be able to ask *Wh-* questions and *yes-no* questions with "did" and give long and short answers to these. For example:

What did John do?
He combed his hair.

Did John clean his shoes?
Yes, he did.

2. The learner will be able to use statements containing verbs ending in /d/ to express completed action before the act of speaking, e.g.,

Joe buttoned his sweater.

3. New vocabulary: combed, buttoned, rolled, wagged, cleaned

4. The learner will be able to pronounce, /d/ after a consonant at the end of a word, as in "opened."

B. Test: See page 7.

II. MATERIALS

A. Two hand puppets, one of a dog, another of a mouse

Teaching Points

a. *Wh-* questions about the predicate and *yes-no* questions, both with "did."

b. Response to such questions.

c. One of the regular past forms of verbs: /d/ attached to verbs which end with a vowel sound or with a voiced consonant (except /d/ itself) such as: /b/, /g/, /m/, /n/, /ŋ/, /l/, /r/, etc.

d. The voiced alveolar stop /d/ after a consonant at the end of a word.

B. Four stick-figure drawings:

Combing John's Hair | Buttoning John's coat | Cleaning John's shoes

III. PROCEDURE

A. Review

Play a whispering game with the children.

I'M GOING TO TELL SOMEONE TO DO SOMETHING. I'LL TELL HIM TO CLOSE THE DOOR, OR OPEN THE DOOR, OR JUMP, OR HOP, OR WALK. YOU GUESS WHAT HE'LL DO.

Whisper one of the actions to a pupil. Have him ask:

1st L: WHAT WILL I DO?

Class: WILL YOU
- CLOSE THE DOOR?
- JUMP?
- HOP?
- WALK?

Model the responses at first for the class.

1st L:
- YES, I WILL.
- NO, I WON'T.
- I'LL CLOSE THE DOOR.
- I'LL JUMP.
- I'LL HOP.
- I'LL WALK.

Continue with other pupils taking the
1st learner's role.

B. Presentation

1. Show the appropriate pictures as you tell this story.

JOHN IS GOING TO NURSERY SCHOOL.(Pic. 1)
HE HAS A NEW COAT.
HIS MOTHER'S COMBING HIS HAIR. (Pic. 2)
HIS SISTER'S WATCHING HIS CAT. (Pic. 3)
HIS BROTHER'S CLEANING HIS SHOES. (Pic. 4)
NOW, HE'S READY FOR SCHOOL.

Or "kindergarten," whichever word your children are familiar with.

2. Put the pictures away. As you answer each of your own questions, pick up the picture which illustrates the answer and show it. Put it away again before the next question.
Model: (2).
WHAT DID JOHN'S MOTHER DO?

SHE COMBED HIS HAIR.

WHAT DID JOHN'S SISTER DO?

SHE WATCHED HIS CAT.

WHAT DID JOHN'S BROTHER DO?

HE CLEANED HIS SHOES.

Note that "his" is soundly ambiguous, could refer to John's or to the brother's shoes. The picture clarifies the situation, so no mention need be made of the possible misunderstanding unless a question is raised by the pupils. In that case say that it is possible to misunderstand, and that "John's" could replace "his" if necessary.

3. Proceeding as in step 2, ask yes-no questions.

DID JOHN'S MOTHER WATCH HIS CAT?

NO, SHE DIDN'T. SHE COMBED HIS HAIR.

DID JOHN'S BROTHER CLEAN HIS SHOES?

YES, HE DID.

4. Free Dialog. Have three pairs of pupils act out the story a pair at a time. After each act, ask a pupil to ask someone a question, e.g.,

1st L: WHAT DID EDNA DO?

2nd L: SHE COMBED JOHN'S HAIR.

or:

1st L: DID EDNA BUTTON JOHN'S COAT?

2nd L: NO, SHE DIDN'T. SHE COMBED HIS HAIR.

5. Using the hand puppet, tell this story, animating the dog to act out the words as you say them.
Model: (2).

THIS IS TOM'S DOG, CHUCK. HE'S A GOOD DOG. ONE DAY, TOM SAID, "ROLL ON THE FLOOR," AND HE ROLLED ON THE FLOOR. TOM SAID, "WAG YOUR TAIL," AND HE WAGGED HIS TAIL. TOM SAID, "CLOSE YOUR EYES," AND HE CLOSED HIS EYES. TOM SAID, "OPEN YOUR EYES," AND HE OPENED HIS EYES.

Raise your voice on the underlined words, emphasizing the verbs, "rolled," "wagged," "closed," and "opened." [klowzd] for "closed."

6. Retell the story, prompting the class to supply the underlined portion of the sentences. Manipulate the puppet as before. Afterwards, the two sentence parts, one underlined, the other not, can be given by two groups, later by two individual pupils. Another pupil may be asked to manipulate the puppet.
Echo: (2).

7. Chain Dialog. Have the pupils ask what questions like the following:

1st L: WHAT DID CHUCK DO?

2nd L: HE ROLLED ON THE FLOOR.
WHAT DID CHUCK DO?

3rd L: HE HURT HIS TAIL.
WHAT DID CHUCK DO?

ETC.

C. Pronunciation

1. Using the mouse and the cat puppets, tell the following story to your class.
Model: (3).

A LITTLE MOUSE SAID TO HIS MOTHER:
"CAN YOU PULL THE CAT'S TAIL?"
"OH, NO!" SAID HIS MOTHER.
"WELL I WILL," SAID THE LITTLE MOUSE.
SO HE TIPTOED OVER TO THE CAT AND
HE PULLED HIS TAIL.
AND THEN---THE CAT TURNED AROUND,
OPENED HIS MOUTH AND ---
WHAT DID THE CAT DO?

Go through tiptoe, pulling, and other gestures suggested.

2. Model (3). Echo: ◯ (3).

HE PULLED HIS TAIL.

HE PULLED HIS TAIL.

THE CAT TURNED AROUND.

THE CAT TURNED AROUND.

THE CAT OPENED HIS MOUTH.

THE CAT OPENED HIS MOUTH.

3. As you tell the story again, let the children supply the words as you go through the motions of pulling the cat's tail, turning around, and opening the cat's mouth.

SO HE TIPTOED OVER TO THE CAT AND HE . . . . .

PULLED HIS TAIL.

AND THEN THE CAT. . .

TURNED AROUND AND OPENED HIS MOUTH.

4. Free Dialog.

Pull the puppet cat's tail.
WHAT DID I DO. JOE?

YOU PULLED HIS TAIL.

Open your mouth.
WHAT DID I DO, MARY?

YOU OPENED YOUR MOUTH.

OPEN YOUR MOUTH, GEORGE.
WHAT DID GEORGE DO, MARY?

HE OPENED HIS MOUTH.

Test:

Pantomime each of the actions listed below.

Button your sweater.
Comb your hair.
Clean the table.
Close the box.
Open the door.

After each action, have the children ask each other yes-no questions, encouraging questions which elicit negative answers, or what questions. Perform each action. Sample dialogs:

(i) 1st L: DID MRS. (Teacher) CLEAN THE TABLE?

2nd L: NO, SHE DIDN'T. SHE BUTTONED HER SWEATER.

(ii) 1st L: WHAT DID MRS. (Teacher) DO?

2nd L: SHE BUTTONED HER SWEATER.

Likely Errors

a. What did John do? —> *What John did? or *What did John?

b. Did John comb his hair? —> *Did John combed his hair?

c. He combed his hair. —> *He combs his hair. (In response to a question like, "What did he do?")

d. [open] —> *[opend] for "opened"

e. [puld] —> *[pult] for "pulled."

I. OBJECTIVES

A. Content

1. The learner will be able to use "will" and "did" and the past form of verbs in sentences like the following:

Will you wave your hand, Mary?

No, I won't. I'll wiggle my fingers.

Did you raise your hand, Rose?

No, I didn't. I waved my hand.

2. New vocabulary (verbs): raise, lower, wiggle, wave.

3. The learner will be able to pronounce [t] after a consonant at the end of a word, as in "clapped," "tapped," and "walked."

B. Test: See pages 6 and 7

II. PROCEDURE

A. Presentation

1. Recite the following rhyme with the appropriate action after each line.
Model: (2).

I'LL RAISE MY HAND,
I'LL LOWER IT,
I'LL CLOSE IT LIKE A BALL.
I'LL OPEN IT,

Teaching Points

a. What questions about the predicate and yes-no questions with "did" and "will."

b. Responses to such questions.

c. One of the regular past forms of verbs: [t] attached to verbs which end with a voiceless consonant (except [t] itself) such as: [p], [k], [f], [s], etc.

d. The voiceless alveolar stop [t] after a consonant at the end of a word.

AND WIGGLE MY FINGERS,
THEN WAVE TO ONE AND ALL.

2. Invite the children to imitate the actions when you model. Be sure they perform each action after the statement. Ask the children to repeat each line after you in the echo activity. Have them recite with you if they are able to do so. Model: (2). Echo: ◯(3).

3. Free Dialog. Ask <u>what</u> questions to elicit past statements. Provide the answers the first time if necessary.

WHAT DID YOU DO
WITH YOUR HAND,
JANE?

I RAISED IT.

WHAT ELSE DID YOU DO
WITH YOUR HAND, JOE?

I CLOSED IT
(LIKE A BALL).

ETC.

4. Recite the rhyme with the appropriate action <u>before</u> each line.
Model: (2). Echo: ◯ (3).

LET'S DO THE RHYME AGAIN. THIS TIME WE'LL CHANGE IT A LITTLE.

I RAISED MY HAND,
I LOWERED IT,
I CLOSED IT LIKE A BALL.
I OPENED IT,
AND WIGGLED MY FINGERS,
THEN WAVED TO ONE AND ALL.

5. Free Dialog. Ask the children to select any of the actions to do with their hands. Then have them ask each other yes-no questions about what they did. Sample dialog:

1st L: DID YOU RAISE YOUR HAND

2nd L: I DIDN'T RAISE MY HAND. I CLOSED IT (LIKE A BALL).

Encourage questions which elicit negative responses.

6. Free Dialog. Have the children play "Follow the Leader." Be the first leader.

I'LL BE THE FIRST LEADER.
YOU'LL DO EVERYTHING I DO.
I'LL CLAP MY HANDS AND YOU'LL CLAP YOUR HANDS, TOO. I'LL TAP MY FOOT, AND YOU'LL TAP YOUR FOOT, TOO. I'LL MARCH AND...WHAT WILL YOU DO?

WE'LL MARCH, TOO.

I'LL HOP AND...

WE'LL HOP, TOO.

I'LL JUMP AND...

WE'LL JUMP, TOO.

Prompt the response if necessary.

7. Free Dialog. Play the game and as you are doing each action, ask:

WHAT ARE WE DOING?

WE'RE_____-ING.

8. Free Dialog.

WHAT GAME DID WE PLAY?

WE PLAYED FOLLOW THE LEADER.

I CLAPPED MY HANDS, AND YOU CLAPPED YOUR HANDS, TOO. I TAPPED MY FEET AND...

WE TAPPED OUR FEET, TOO.

Prompt the response if necessary.

I STAMPED MY FEET AND..

WE STAMPED OUR FEET, TOO.

I WALKED AND...

WE WALKED, TOO.

9. Have a child act as a leader for some children in class and proceed as in steps 6 through 8.

10. Free Dialog. Afterwards, the rest of the class may ask <u>what</u> and <u>yes-no</u> questions about what they they did. Sample dialogs:

(i) 1st L: WHAT DID THEY DO?

2nd L: THEY HOPPED.

3rd L: THEY MARCHED.

ETC.

(ii) 1st L: DID THEY MARCH?

2nd L: NO, THEY DIDN'T.

1st L: DID THEY WALK?

3rd L: YES, THEY DID.

11. Repeat steps 9 and 10 with another group of pupils if there is time.

B. Pronunciation

1. Have Joe clap, Jane tap, Tom walk, and Mary jump. Model: (3). Echo: ◯ (3), ⊙ (3).

JOE CLAPPED.

JOE CLAPPED.

JANE TAPPED.

JANE TAPPED.

TOM WALKED.

TOM WALKED.

MARY JUMPED.

MARY JUMPED.

2. Model: (2). Echo: ◯ (3), ⊙ .

OUR LEADER
CLAPPED,

OUR LEADER CLAPPED,

AND WE CLAPPED,
CLAPPED, CLAPPED,

AND WE CLAPPED, CLAPPED,
CLAPPED,

OUR LEADER
TAPPED,

OUR LEADER TAPPED,

AND WE TAPPED,
TAPPED, TAPPED,

AND WE TAPPED, TAPPED,
TAPPED.

OUR LEADER WALKED,
OUR LEADER WALKED,
AND WE WALKED,
WALKED, WALKED.
AND WE WALKED, WALKED,
WALKED.

3. Recite lines one, three, and five, and have children respond with lines two, four, and six:

OUR LEADER CLAPPED,
AND WE CLAPPED, CLAPPED,
CLAPPED.

ETC.

4. Repeat step 3 as many times as you have time for.

Test:

A pupil is asked to stay outside the door where he cannot see what the rest of the class is doing. A pair of children choose specific actions to do. They tell what they choose to do using the will future, e.g., "I'll wiggle my fingers;" "I'll wave my hand;" etc. They then perform the actions they said they would do. The pupil outside the door comes in and tries to guess what each did, using yes-no questions.

Guesser: DID YOU WAVE YOUR HAND, JANE?

Jane: NO, I DIDN'T. I WIGGLED MY FINGERS.

Likely Errors

a. What did I do?——>*What did I did? or *What did I?

b. Did I clap my hands?——>*Did I clapped my hands?

c. You wiggled your fingers. (in response to the question in a).——>*You wiggle your fingers.

d. Leaving out [t] from the past form of verbs such as "clapped," "jumped," "walked, and "tapped."

Guesser: DID YOU RAISE YOUR HAND, ROSE?

Rose: YES, I DID.

Repeat the game, but this time have each member of the group ask the guesser what he did, e.g.,

Jane: WHAT DID I DO?

GUESSER: YOU CLAPPED YOUR HANDS.

Jane: THAT'S RIGHT.
NO. I WAVED MY HAND.

I. OBJECTIVES

Content

The learner will become familiar with the difference between "did" and "will" in what and yes-no questions, as in:

Will you play a drum?

Yes, I will. No, I won't.

Did you play a drum?

Yes, I did. No, I didn't.

What did John play?

A drum. He played a drum.

II. MATERIALS

A. Enough paper sacks so you and the pupils can each have one.

B. Dolls, drums, sticks, triangles, tone-blocks. Enough instruments so you and the pupils can each have one.

C. A phonograph and the record, "I Jing-a-ling." This is the record used in lesson 76.

Teaching Points

a. What questions about the direct object and yes-no questions, both with "did" or "will."

b. The responses to such questions:

(i) With "did" to yes-no questions containing "did;"

(ii) With "will" to yes-no questions containing "will;"

(iii) With the past form of the verb to what questions containing "did;"

(iv) With "will" to what questions containing "will."

III. PROCEDURE

Presentation

1. Free Dialog.

(i) WHO'LL OPEN THE DOOR?

Jane: I WILL.

TOM, WHAT WILL JANE DO?

Tom: SHE'LL OPEN THE DOOR.

Jane opens the door.

WHAT DID JANE DO?

Joe: SHE OPENED THE DOOR.

(ii) BOB, PLEASE CLOSE THE DOOR.

ANN, WILL BOB | CLOSE THE DOOR. / OPEN THE DOOR. |

Ann: | YES, HE WILL. / NO, HE WON'T. HE'LL CLOSE THE DOOR. |

Bob closes the door.

JILL, WHAT DID BOB DO?

Jill: HE CLOSED THE DOOR.

2. Repeat step 1 two times with other pupils using other actions, for example, first with "hop to the table" and "walk to the table;" then with "wave your hand" and "wiggle your fingers."

3. Free Dialog. Whisper to each of several pupils, e.g., "Raise your hands," "Wiggle your fingers," "March to the door," "Button your sweater," "Comb your hair," "Erase the board," "Hop to the table," "March to the desk." After the pupil performs the action he asks:

Jack: JANE, WHAT DID I DO?

Jane: YOU RAISED YOUR HAND.

Jack: YES, I DID. / NO, I DIDN'T. I WAVED MY HAND.

Cue contrastive stress on "wave."

4. Response dialog. Model this twice, each time with a different pair of pupils.

Jane: WHAT WILL JOE DO?

Mary: HE'LL WIGGLE HIS FINGERS.

Whisper a suggestion to the pupil if he can't think of anything.

Joe wiggles his foot.

Jane: WHAT DID JOE DO, TOM?

Tom: HE WIGGLED HIS FOOT.

Contrastive stress

Repeat with other pupils initiating the dialog. Encourage the pupils to perform a variety of actions.

5. Chain Dialog. Put the sacks, each with an instrument inside, on the table. Take one sack for yourself and have each pupil take a closed sack.

WILL YOU PLAY A DRUM, JOE?

Joe looks in his sack and takes out his instrument.

Joe: YES, I WILL. / NO, I WON'T. I'LL PLAY THE STICKS.

WILL YOU PLAY A DRUM? / A TRIANGLE? / A TONE-BLOCK? / THE BELLS? / THE STICKS?

Joe turns to his neighbor.

Jane: YES, I WILL. / NO, I WON'T. I'LL PLAY _____.

ETC.

Jane turns to her neighbor.

6. Free Dialog. Ask two or three pupils about another pupil. Then have other pupils ask the questions.

JANE, WHAT WILL JOE / ANN PLAY?

JOE WILL / ANN WILL / HE'LL / SHE'LL PLAY A DRUM. / A TRIANGLE. / A TONE-BLOCK. / THE STICKS. / THE BELLS.

7. Free Dialog. Play the "I Jing-a-ling" record for the pupils to accompany with their instruments. Then go to each pupil and, before you take his instrument, ask another pupil (a different pupil each time):

WHAT DID JOE PLAY? DID JOE PLAY ___?

HE PLAYED_____.
YES, HE DID. NO, HE DIDN'T. HE PLAYED _____.

Continue with pupils asking the questions until all have participated.

Lesson 89

I. OBJECTIVES

A. Content

1. The learner will be able to make statements with phrases of direction like the following about "pulling" and "pushing":

   Joe pushed the chair to the wall.
   Jane pulled the chair away from the wall.

2. The learner will be able to ask questions with phrases of direction like the following about "pulling" and "pushing":

   Did Jane pull the chair away from the wall?
   Did Joe push the chair to the wall?

3. The learner will be able to answer the questions in #2 with:

   Yes, [he / she] did.

   No, [he / she] didn't.

4. New vocabulary: pull, push, table.

5. The learner will be able to pronounce [d] and [t] after a consonant at the end of words, as in "pulled" and " pushed."

B. Test: See page 5

II. MATERIALS

A. Classroom materials and furniture, e.g., table, chairs, books.

Teaching Points

a. Statements and yes-no questions with prepositional phrases of direction after the verb.

b. Prepositional phrases of direction introduced by "to" and "away from."

c. "Will" with the present form of the verb.

d. The regular past tense forms [d] and [t] of verbs.

e. The voiceless alveolar stop [t] after a voiceless consonant at the end of a word.

f. The voiced alveolar stop [d] after a voiced consonant at the end of a word.

B. Two toy mice and a toy cat or cat puppet.

III. PROCEDURES

A. Review

Free Dialog. Call up two children to the front and explain that you will do something and that the child you tap will do the same thing.

This will probably not be clear until after the first couple of demonstrations.

You will, for example, open the door, close the door, open a book on the table or close a book on the table. As you tap one of the children to indicate he is to repeat the action, ask:

WILL JOE OPEN THE BOOK ON THE TABLE?

YES, HE WILL.

He then does it.

DID JOE OPEN THE BOOK ON THE TABLE?

YES, HE DID.

Other suggested review patterns:

WILL / DID	JOE	LEAVE THE ROOM? OPEN THE WINDOW? WALK? RUN? JUMP?

Be sure and ask the questions so that a negative answer, i.e., "No, he didn't," is appropriate occasionally.

B. Presentation

1. Continue as in the review, but this time push a chair to the wall and tap Joe to do the same: Free Dialog: ◯ (3), ◯ .

WILL JOE PUSH THE CHAIR TO THE WALL?

YES, HE WILL.

DID JOE PUSH THE CHAIR TO THE WALL?

YES, HE DID.

He does.

2. Echo: ◯ (3), ⊙ .

JOE PUSHED THE CHAIR TO THE WALL.

JOE PUSHED THE CHAIR TO THE WALL.

Listen for the [t] at the end of "pushed" when the children echo individually.

3. Repeat steps 1 and 2, eliciting the following pattern:

JANE PULLED THE CHAIR AWAY FROM THE WALL.

4. One at a time, whisper directions into a child's ear. Have him push a chair or table to the wall, or pull a chair or table away from the wall. After he performs the action, ask one of the children a question about what the child in front has done.

For example:

Joe pushes the chair to the wall.'

DID JOE PUSH THE CHAIR TO THE WALL?

YES, HE DID.

DID JOE PULL THE CHAIR AWAY FROM THE WALL?

NO, HE DIDN'T. (He pushed the chair to the wall.)

WHAT DID JOE DO?
(If the information hasn't already been volunteered.)

HE PUSHED THE CHAIR TO THE WALL.

Give everyone a chance to ask and answer a question and perform.

C. Pronunciation

1. Model: (3). Echo: ◯ (3), ⊙.

PULLED

PULLED

2. Pull your chair from the wall.
Free Dialog: ◯ (3).

WHAT DID I DO, WITH THE CHAIR?

YOU PULLED IT FROM THE WALL.

3. Model: (3). Echo: ◯ (3) ⊙.

PUSHED

PUSHED

4. Push your chair back to the wall.
Free Dialog: ◯ (3).

WHAT DID I DO, WITH THE CHAIR?

YOU PUSHED IT TO THE WALL.

5. Recite the folowing Mother Goose rhyme to your class. Repeat it several times, having the children join in when they can.

I ASKED MY MOTHER FOR FIFTEEN CENTS
TO SEE THE ELEPHANT JUMP THE FENCE
HE JUMPED SO HIGH THAT HE TOUCHED THE SKY
AND NEVER CAME BACK 'TILL THE FOURTH OF JULY.

6. Free Dialog.

WHAT DID THE
ELEPHANT DO?

HE JUMPED THE FENCE.
HE JUMPED HIGH.
HE TOUCHED THE SKY.

[jompt] for "jumped." [tɔʧt] for "touched."

Test:

Whisper in a child's ear one of the following commands:

JUMP.
PUSH THE CHAIR TO THE WALL.
PULL THE CHAIR AWAY FROM THE WALL.

Ask another child what the first child has just done in the following manner:

WHAT DID JOE DO?

HE PUSHED THE CHAIR TO THE WALL.

DID JOE PULL THE CHAIR
AWAY FROM THE WALL?

NO, HE DIDN'T. HE PUSHED THE CHAIR <u>TO</u> THE WALL.

Repeat but this time have a child ask the questions. Continue till all have participated.

Likely Errors

a. Did Jane pull the chair away from the wall?—→*Did Jane pulled the chair away from the wall?

b. Will Joe pull the chair away from the wall?—→*Will Joe pulls the chair away from the wall?

c. [puʃt]—→*[puʃ] or *[puwʃt] for "pushed."

d. [puld]—→*[pul] or *[puwld] for "pulled."

I. OBJECTIVES

Content

The learner will be able to distinguish between different questions and their responses, like the following, in appropriate situations:

Who'll pull the wagon?

Joe'll pull the wagon. Joe will. Joe.

Will Joe push the wagon?

Yes, he will. No, he won't. He'll pull it.

What's Joe pulling?

He's pulling the wagon. The wagon.

Who pulled the wagon?

Joe pulled the wagon. Joe did. Joe.

Did Joe pull the wagon?

Yes, he did. No, he didn't. He pushed it. No, he didn't

Lesson 90

Teaching Points

a. Who, what, and yes-no, questions.

b. Full and abbreviated responses to who, what and yes-no questions.

c. The present, future, and past forms of action verbs like "pull" and "push."

VI. MATERIALS

A wagon

VII. PROCEDURES

Presentation

1. Free Dialog. Have Jane come up and stand by an open door. Stand by Jane and ask Joe:

JOE, WHO'LL CLOSE THE DOOR?

Joe: JANE'LL CLOSE THE DOOR. / JANE WILL. / JANE.

MARY, WILL JANE OPEN THE DOOR?

Mary: NO, SHE WON'T. SHE'LL CLOSE IT.

JIM, WHAT'S JANE DOING?

Jim: SHE'S CLOSING THE DOOR.

Have Jane close the door.

JACK, WHO CLOSED THE DOOR?

Jack: JANE CLOSED THE DOOR. / JANE DID. / JANE.

PETER, DID JANE CLOSE THE DOOR?

Peter: YES, SHE DID. / YES.

Call Tom to take your role of asking the questions. Cue the questions with "Who...," "Will. . .," "What's. . .," then, after the action is performed, "Who. . .," and "Did..." Repeat with other pupils taking Joe's place.

2. Repeat step 1 with Joe standing by a closed door. Ask the questions the first time around. Then have a pupil ask the question, as before.

Mary: JIM, WHO'LL OPEN THE DOOR.

Jim: JOE'LL OPEN THE DOOR.
JOE WILL.
JOE.

Mary: JANE, WILL JOE OPEN THE DOOR?

Jane: YES, HE WILL.
YES.

Mary: PETER, WHAT'S JOE DOING?

Peter: HE'S CLOSING THE DOOR.

Mary: PAUL, WHO CLOSED THE DOOR?

Paul: JOE CLOSED THE DOOR.
JOE DID.
JOE.

Mary: ELAINE, DID JOE CLOSE THE DOOR?

Elaine: YES, HE DID.
YES.

3. Repeat step 2 with actions of pulling and pushing a wagon by different pupils. If time permits, repeat the activities so all the pupils, or most of them, have a chance to ask the questions.

4. Divide the class into two teams. Place a wagon by the door and have Joe and Jane come and stand by you near the door and the wagon. Have one member from team 1, Joe, and one member from team 2, Jane, come and stand about 10 feet away from you. The team 1 members ask the questions. The team 2 members answer the questions. Point to the door and say, "Who..." to cue the 1st T of team 1 to ask:

1st T: WHO'LL OPEN THE DOOR?

2nd T:
JOE'LL OPEN THE DOOR.
JOE WILL.
JOE.

Have Joe go near the door.

1st T: WILL JOE CLOSE THE DOOR?
2nd T: NO, HE WON'T. HE'LL OPEN IT.

This is Joe's cue to open the door.

1st T: WHAT'S JOE DOING?
2nd T: HE'S OPENING THE DOOR.

1st T: WHO OPENED THE DOOR?

When Joe has finished the action.

2nd T:
JOE OPENED THE DOOR.
JOE DID.
JOE.

1st T: DID JOE OPEN THE DOOR?

2nd T:
YES, HE DID.
YES.

Have the rest of the pupils take their turns. Then repeat the process and have team 2 members ask the questions. You can vary the responses by pointing to the wagon, the open door, etc.

The team with the most correct responses wins.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

Did you paint the house?
Did you paint it green?
Did you make him happy?
Did you make him sad?

2. The learner will be able to answer the above questions with sentences like:

No, I didn't. I painted the apple.
No, I didn't. I painted it red.
No, I didn't. I made him sad.
No, I didn't. I made him happy.

3. New vocabulary: sad, happy, make.

4. The learner will be able to pronounce [əd] after [t] or [d] at the end of verbs.

B. Test: See pages 6 and 7

II. MATERIALS

A. Two puppets.

B. Classroom materials: easel, paper, paints, several sheets of easel paper with a teacher-drawn house, apple, cat and dog on each sheet. The paints will be red, green, yellow, blue, orange, and brown.

C. Pictures of milk, butter, flour, eggs, sugar, cake, and a red hen. One picture of each item.

Teaching Points

a. Yes-no questions and statements with an adjective complement after the direct object.

b. Sentences with a direct object but without an adjective complement for comparison with a.

c. The regular past tense ending [ɪd] after [t] or [d]. [əd] consists of a weak-stepped mid-central vowel followed by the voiced alveolar stop.

D. Different colored cutouts of houses. See step 4 under Presentation.

III. PROCEDURES

A. Review

Imitation. Use two hand puppets to model the following dialog:

Joe: WHAT ARE YOU DOING?

Jane: I'M PAINTING.

Joe: MAY I PAINT, TOO?

Use "can" for "may," if you wish.

Jane: O.K. DO YOU WANT SOME PAINT?

Joe: YES. I NEED RED AND BLUE.

Give several pairs of children an opportunity to imitate the dialog with the puppets. They need not reproduce the dialog word for word. You might change the paints so that the names of the colors are reviewed.

B. Presentation

1. Set up an easel. As the children watch you, draw a simple house and an apple with a felt pen or crayon. Use a puppet to paint the house blue. Afterwards have the puppet ask another puppet: Model: (3).

1st P: DID YOU PAINT THE HOUSE?

2nd P: YES, I DID.

1st P: DID YOU PAINT IT GREEN?

2nd P: NO, I DIDN'T. I PAINTED IT BLUE.

2. Free Dialog. Invite a child to paint the apple red.

DID YOU PAINT THE HOUSE?

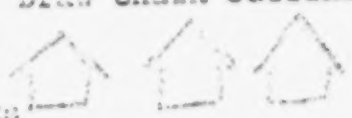
NO, I DIDN'T. I PAINTED THE APPLE.

DID YOU PAINT IT GREEN?

NO, I DIDN'T. I PAINTED IT RED.

Provide the answer if necessary.

3. Repeat step 2, drawing such simple items on the easel as a cat, dog, rabbit, car, truck, etc. and eliciting the above patterns.

4. Chain Substitution: Draw chalk outlines of houses on the board. Have different colored house cutouts  which will fit over the outlines. Do the first one yourself, and then let one child at a time come up and place a a colored house over a chalk outline.

Masking tape on the backs of the cutouts will make them stick.

After putting up a cutout:
I MADE IT GREEN.

After putting up a cutout.

1st L: I MADE IT YELLOW.

2nd L: I MADE IT BROWN.

5. Draw the faces shown below on the chalkboard. The pupils echo the three sentences one by one, the second after the first, the third after the second.
Model: (1). Echo: ◯(2).

THIS IS JOHN. HE FALLS. HE'S SAD.

6. Present a sad face as you model.
Model. Echo: ◯ (3).

I MADE JOHN SAD.

I MADE JOHN SAD.

Pointing to the sad face on the board.

7. Say, "Now I'll make him happy." Erase the tears and make the mouth a smiling one.
Model: (3). Echo: ◯(3), ☺.

I MADE HIM HAPPY.

I MADE HIM HAPPY.

8. Free Dialog. Ask the first question three times.

WHAT DID I DO?

◯: YOU MADE HIM HAPPY.

Provide the response the first time if necessary

JANE, CAN YOU MAKE HIM SAD?

Jane: YES, I CAN.

She changes the shape of the mouth.

9. Free Dialog. Ask the first question three times.

WHAT DID JANE DO?

SHE MADE HIM SAD.

JOE, CAN YOU MAKE
HIM HAPPY?

Joe: YES, I CAN

He changes the mouth's shape.

10. Free Dialog. Ask the first question three times.

WHAT DID JOE DO?

HE MADE HIM HAPPY.

JOE, DID YOU MAKE
HIM SAD?

Joe: NO, I DIDN'T. I
MADE HIM HAPPY.

11. Continue by having different children alternate making the face sad and happy as in steps 9 and 10.

C. Pronunciation

1. Tell the following story to the class, holding up the picture of the red hen and food pictures at the appropriate times.

THE LITTLE RED HEN WANTED A CAKE. SHE NEEDED SOME MILK AND SOME EGGS, SHE NEEDED SOME FLOUR AND SOME BUTTER, AND SHE NEEDED SOME SUGAR. SO SHE WENT TO THE STORE AND SHE BOUGHT ALL THESE THINGS. THEN SHE CAME HOME AND SHE BAKED A BIG CAKE.

2. Show the appropriate pictures as you do.
Model: (3). Echo: (3).

SHE NEEDED SOME
MILK.

SHE NEEDED SOME MILK.

SHE NEEDED SOME EGGS.

SHE NEEDED SOME EGGS.

SHE NEEDED SOME FLOUR.

SHE NEEDED SOME FLOUR.

SHE NEEDED SOME BUTTER.

SHE NEEDED SOME BUTTER.

SHE NEEDED SOME SUGAR.

SHE NEEDED SOME SUGAR.

3. Free Dialog.

WHAT DID SHE NEED?

SHE NEEDED SOME MILK.

Hold up the picture of the milk. Model the statement at first if necessary.

WHAT DID SHE NEED?

SHE NEEDED SOME BUTTER.

Hold up the picture of the butter.

Test:

Play a guessing game. Have one child at a time come up to the easel on which you have put the outlines of a house, apple, dog, and cat. He will choose one of the objects to paint with one of the easel paints. Another child will have his back to the easel. The second child will ask a question like the following:

Guesser: DID YOU PAINT THE HOUSE?

Likely Errors

a. I painted the house green.
—> *I painted the green house. or *I painted green the house. The first "error" sentence is not incorrect, but it has a different meaning.

b. Did you paint the house red?
—>*Did you painted the house red?

Painter: YES, I DID.
NO, I DIDN'T. I
PAINTED THE DOG.
GAS.
APPLE.

Guesser: DID YOU PAINT IT BROWN?

Painter: YES, I DID.
NO, I DIDN'T. I
PAINTED IT YELLOW.
BLUE.
RED.

Regardless of whether the guesses are correct or not, let the guesser become the painter, choose another guesser, and proceed. Have the children paint the objects very rapidly so everyone can have a chance.

Put a boy's face on the chalkboard. This time, leave out the mouth. Proceed as in steps 9, 10, and 11, having a child come up and put in a smile or a frown.

Guesser: DID YOU MAKE HIM HAPPY?

Child at board: YES, I DID.
NO, I DIDN'T. I
MADE HIM SAD.

After several turns, change the face on the board to that of a girl.

Guesser: DID YOU MAKE HER HAPPY?

ETC.

c. No, I didn't. I painted the house green.——>"No, I didn't. I paint the house green.

d. [ed]——> * [ed] for "-ed" in "painted" and "needed."

I. OBJECTIVES

A. Content

1. The learner will be able to say sentences like:

I named him Brownie.

2. The learner will be able to make requests like:

Call him.

3. The learner will be able to respond to such requests with expressions like:

Here, Brownie!

B. See page 6.

II. MATERIALS

A. Two puppets, one of a boy, the other of a girl

B. Two toy dogs, a brown one and a black one, two toy cats of different colors, a toy turtle, and a box

C. Pictures of a dog, a cat, and a rabbit

D. Objects of cows, horses, dogs, rabbits, ducks, chickens: enough so each child can have one.

III. PROCEDURES

A. Review

1. Free Dialog. Draw a stick figure on the chalkboard. Call him Joe, saying, "This

Teaching Points

a. Sentences with a noun complement after the direct object.

b. "Him" and "her" as direct objects in sentences like a.

c. The past tense affix [d] after voiced consonants (except [d]), especially after [m].

is Joe." As the children watch you, make the picture larger by enlarging the body, arms, and legs, etc. Again say "This is Joe."

WHAT DID I DO?

YOU MADE [JOE / HIM] BIG.

Now reverse the procedure, and make the figure very small, saying of the new figure, "This is Joe."

WHAT DID I DO?

YOU MADE [JOE / HIM] LITTLE.

Continue, alternately making Joe big and little and calling on different pupils to answer your question.

2. Draw a face on the board and repeat the procedure of step 1 with a sad face and a happy face, eliciting, "You made him sad" and "You made him happy." etc.

Vary <u>him</u> with <u>her</u> in steps 1 and 2.

B. Presentation

1. Imitation. Using the puppets and the toy dog, present the following dialog:

Girl Puppet: THIS IS MY DOG. I NAMED HIM BROWNIE. CALL HIM.

She points to the dog, which is by her feet.

Boy Puppet : HERE, BROWNIE! HERE, BROWNIE!

The dog runs to Joe when he calls.

Give every girl a chance to take the girl puppet's role, every boy the boy puppet's role.

2. Repeat step 1, using the other toy dog, naming it Blackie, and the boy puppet doing the first part of the dialog. Give every boy a chance to take the boy puppet's role, every girl the girl puppet's role.

3. Go through the statements with "Brownie" before modeling and echoing the statement with "Blackie." Model: (3). Echo: ◯(3), ⊙.

I NAMED HIM: BROWNIE. / BLACKIE.

I NAMED HIM: BROWNIE. / BLACKIE.

4. Free Dialog. Give the picture of the dog to Jane.

JANE, DO YOU HAVE A DOG?

Jane: YES, I DO.

WHAT DID YOU NAME IT?

Jane: I NAMED HIM ___.

CALL: HIM. / HER.

Jane: JANE, _____! / MARY, _____!

"Him" or "her," depending on the name Jane has given the dog. You may use "it" instead, though pets are often personalized.

Repeat this dialog with every girl in the class.

6. Free Dialog. Give the picture of the rabbit to Mary.

MARY, DO YOU HAVE A RABBIT?

Mary: YES, I DO.

WHAT DID YOU NAME IT?

Mary: I NAMED IT _____.

CALL [HER. / HIM.]

Mary: HERE,_____!
HERE,_____!

Repeat this dialog with every girl in the class, then with every boy in the class.

C. Pronunciation

1. Show the class the picture of the turtle.
Model: (3). Echo: (3).

I NAMED HIM CRESCENT.

I NAMED HER CRESCENT.

Or "Brownie," anything appropriate.

2. Read the following. Show the toy turtle, then put it in the box when you say the second line. Be as animated as possible when reading this. It will help the children remember it.

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me.

Rachel Lindsay, "The Little Turtle"
From: BETTER HOMES AND GARDENS
STORY BOOK, ED. by Betty O'Connor.
Meredith Publishing Co. Des Moines, 1950.

[snoo pt] for "snapped."

3. Read it a second time, letting the children join in when they can or repeating each line after you.

4. Free Dialog.

WHERE DID HE LIVE, MARY?

HE LIVED IN A BOX. [livd] for "lived."

WHERE DID HE CLIMB, JOE?

HE CLIMBED ON THE ROCKS. [klaymd] for "climbed."

Test:

Chain Dialog. Distribute cutouts of dogs, cats, rabbits, ducks, cows, horses, and chickens. Each child will have one. Begin with:

THIS IS MY HORSE. I NAMED HIM DUCK. CALL HIM.

1st L: HERE DUCK!

Have your horse gallop to the child. Supply names if the children cannot think of any themselves.

1st L: THIS IS MY CAT. I NAMED HER SNOWFLAKE. CALL HER.

2nd L: HERE SNOWFLAKE! THIS IS MY ____.

ETC.

Likely Errors

a. I named him Brownie. —> *"I named Brownie him.

b. I named him Brownie. —> *"I named he Brownie.

c. "him" —> *"her" when referring to a masculine person or male pet.

d. "her" —> *"him" when referring to a feminine person or feminine pet.

e. Leaving out final [d], e.g. [neymd] —> *[neym] for "named."

Lesson 93

I. OBJECTIVES

A. Content

The learner will become familiar with the difference between sentences with a noun complement and sentences with an adjective complement, such as:

I named him Brownie.

I painted it green.

I made him happy.

B. No test

II. MATERIALS

A. Sufficient paint and brushes to allow everyone to paint.

B. Blank cutouts of a girl's head, a boy's head, a dog and a cat (on white or gray paper).

III. PROCEDURES

1. Pin one of the cutouts to an easel. As you do, say: Model (1). Echo: ◯ (1).

THIS IS MY DOG.

THIS IS MY DOG.

Paint him brown. Afterwards, model once and have the class echo once:

I PAINTED HIM BROWN.

I PAINTED HIM BROWN.

Teaching Points

a. Sentences with an adjective complement after the direct object.

b. Sentences with a noun complement after the direct object.

c. Pronouns as direct objects in such sentences, but not for the complement.

Enough for each child to have one, with several extra for teacher and those who make mistakes.

I NAMED HIM BROWNIE.

I NAMED HIM BROWNIE.

2. Pre: Dialog.

MARY, DID I PAINT HIM BLACK?

NO, YOU PAINTED HIM BROWN.

JANE, WHAT DID I NAME HIM?

YOU NAMED HIM BROWNIE.

3. Put up a cutout of a boy's head and draw a smile on his face.
Model (1). Echo: ◯ (1).

I MADE HIM HAPPY.

I MADE HIM HAPPY.

JOE, DID I MAKE HIM SAD?

Joe: NO, YOU MADE HIM HAPPY.

4. Repeat step 3 with a girl cutout.

5. Repeat steps 1 and 2 with a cat cutout.

THIS IS MY CAT.

THIS IS MY CAT.

I PAINTED HER BLACK.

I PAINTED HER BLACK.

I NAMED HER BLACKIE.

I NAMED HER BLACKIE.

6. Distribute cutouts to each child and allow 5-10 minutes for the children to paint at their seats. During this period, circulate among the children, asking the kinds of questions that are found in the following step.

Or any name you prefer.

Some pupils can paint smiles or frowns on the human cutouts while the animal cutouts can be entirely painted.

7. After the children have painted their cutouts, invite one child at a time to hold his up and tell the class about it. If necessary, prompt with questions to get the patterns you used earlier in the lesson. Give the child a chance to volunteer the information first, however.

WHAT IS IT?

THIS IS MY CAT.

DID YOU PAINT HIM BLACK?

NO, I PAINTED HIM WHITE.

WHAT DID YOU NAME HIM?

I NAMED HIM SNOWBALL.

If the pupil painted a human cutout, the dialog could be like the following:

WHAT DID YOU NAME HIM?

I NAMED HIM JOHN.

DID YOU MAKE HIM HAPPY?

NO, I MADE HIM SAD.

Pointing to the boy cutout on which the pupil has painted a face that is sad.

I. OBJECTIVES

A. Content

1. The learner will be able to ask a question like:

Is Joe standing and Jane sitting?

2. The learner will be able to answer the question above with sentences like:

Yes, Joe's standing, and Jane's sitting.
Joe's standing, but Jane's not standing.
Joe's not sitting, but Jane's sitting.

3. The learner will be able to pronounce the consonants [p], [t], and [k], as in "puppet," "turkey," and "eat."

B. Test: See page 6.

II. MATERIALS

Pictures of a boy marching, a girl marching, a girl waiting, a boy waiting, a boy sleeping, a girl sitting, a girl standing, a boy standing, a boy eating, a girl eating, a girl drinking and a boy drinking.

III. PROCEDURES

A. Review

Free Dialog. Demonstrate each action, e.g., eating, walking, marching, etc, as you ask about it. Model the correct response at first if you have to.

Lesson 94

Teaching Points

a. Use two questions and statements with "and" or "but."

b. The conjunctions "and" or "but" connecting verbs ending in -ing.

c. The voiceless bilabial stop [p], aspirated initially before a vowel.

d. The voiceless avvolar stop [t], aspirated initially before a vowel.

e. The voiceless velar stop [k], aspirated initially before a vowel.

JOE, WHAT AM I DOING?

YOU'RE MARCHING.

JANE, WHAT AM I DOING?

YOU'RE WALKING.

KIM, WHAT AM I DOING?

YOU'RE MARCHING.

Have the pupils continue the dialog by themselves. Have each pupil demonstrate the motion he is asking about.

1st Z: JOE, WHAT AM I DOING?
2nd Z: YOU'RE MARCHING.
JOE, WHAT AM I DOING?
JOE.

Continue until everyone has had a chance to ask a question and give an answer.

2. Presentation

1. Have Joe stand up. Point to Jane sitting.
Model: (S). Echo: ◯ (S), ⊙.

JOE'S STANDING, AND
JANE'S SITTING.

JOE'S STANDING, AND
JANE'S SITTING.

2. Have Joe stand up. Point to Jane sitting.
Model: (S). Echo: ◯ (S), ⊙.

JOE'S STANDING, BUT
JANE'S NOT STANDING.

JOE'S STANDING, BUT
JANE'S NOT STANDING.

Note that new or contradicting information in the second clause is likely to be emphasized (or stressed) when the sentences are orally produced, as shown by the underlinings.

3. Have Jane stand up. Point to Joe sitting.
Model: (3). Echo: ◡ (3), ⊙.

JOE'S NOT STANDING,
BUT JANE'S STANDING.

JOE'S NOT STANDING,
BUT <u>JANE'S</u> STANDING.

4. Free Dialog. Use two different pupils each time to demonstrate the motion you ask them to perform.

IS TOM MARCHING, AND
JOE WRITING?

YES, TOM'S MARCHING,
AND JOE'S WRITING.

JOE, IS MARY EATING
AND JANE DRINKING?

MARY'S EATING, BUT
JANE'S <u>NOT</u> DRINKING.

TOM, IS JANE STANDING
AND JOE MARCHING?

JANE'S <u>NOT</u> STANDING
BUT <u>JOE'S</u> MARCHING.

Continue on around the group until everyone has had a chance to respond.

5. Chain Dialog. Continue on with the exercise above but have the pupils ask the questions. Give everyone a chance to take part.

1st L: IS JOE EATING AND TOM SITTING?

2nd L: YES, JOE'S EATING, AND TOM'S SITTING.
IS MARY MARCHING AND JANE WAITING?

Some of the actions may be merely pretended. Accept any appropriate answers.

Have Tom marching and Joe writing. Model the full response if you have to.

Have Mary eating and Jane standing.

Provide the response if necessary.

Have Jane standing and Joe marching, otherwise the most logical response would be: "No, they're <u>both</u> marching."

Help the different pupils make the motions each time so that the exercise will move rapidly.

Have Joe eating and Tom sitting.

Model the full response if you have to.
Have Mary marching and Jane standing.

3rd L: [illegible]
[illegible].

Etc.

5. Chain Dialog. Place all of the pictures face down on a table. Have the boy pictures on one side of the table and the girl pictures on the other side. Have Joe take a boy's and a girl's picture without letting the others see the pictures. Give each pupil a chance to guess what the boy is doing. It may sound like this:

1st L: [illegible]
Joe: [illegible]

Model the full answer if you have to at first.

2nd L: [illegible]
Joe: [illegible]

3rd L: [illegible]
Joe: [illegible]

Have Joe show everyone the two pictures.

Let the pupil who guesses correctly pick up another pair of pictures of a boy and a girl for the next turn.

C. Pronunciation

1. True Dialog. Help the pupils give the full response each time by modeling it for them if you have to. Be sure their pronunciation is accurate. If it is not, model and echo it again until they get it right.

IS JOE COLLECTING THE PAPERS OR PAINTING.		Put some papers down in front of the pupils. Have Joe collect the paper.
	HE'S NOT PAINTING. HE'S COLLECTING THE PAPERS.	"Painting" begins with an aspirated [p]. "Collecting" begins with a aspirated [k].
IS TOM A POLICEMAN OR A MAILMAN?		Put a policeman's hat on Tom. "Policeman" begins with an aspirated [p].
	HE'S NOT A MAILMAN. HE'S A POLICEMAN.	
HOW MANY PUPPETS DO YOU SEE?		Hold up two puppets.
	I SEE TWO PUPPETS.	
IS THE PUPPET PAINTING OR JUMPING?		Have one of the puppets jumping.
	THE PUPPET'S NOT PAINTING. HE'S JUMPING.	
DO I HAVE A TURKEY OR A CAT?		Hold up a picture of a turkey.
	YOU DON'T HAVE A CAT. YOU HAVE A TURKEY.	"Cat" begins with an aspirated [k]. "Turkey" begins with an aspirated [t].
DID I PUT THE TURKEY ON THE TABLE OR THE DESK?		Put the picture on the desk.
	YOU DIDN'T PUT THE TURKEY ON THE TABLE. YOU PUT IT ON THE DESK.	"Put" begins with an aspirated [p]. "Table" begins with an aspirated [t].
DOES A CAT LIKE MILK OR A FORK?		
	A CAT DOESN'T LIKE A FORK. HE LIKES MILK.	
DO I HAVE A CAR OR A CALENDAR?		Hold up a calendar.
	YOU DON'T HAVE A CAR. YOU HAVE A CALENDAR.	"Car" and "calendar" begin with an aspirated [k]. Point to yourself.
AM I A TEACHER OR A PUPIL?		
	YOU'RE NOT A PUPIL. YOU'RE A TEACHER	"Pupil" begins with an aspirated [p]. "Teacher" begins with an aspirated [t].

Test:

Have two pupils stand in front of the class. Whisper to each of them to do a certain motion, e.g., marching, writing, eating, drinking, sitting, etc. Ask Joe:

IS JANE EATING AND
MARY WRITING?

He responds with one of the following answers, according to what is actually going on.

a. YES, JANE'S EATING, AND MARY'S WRITING.
b. JANE'S EATING, BUT MARY'S NOT WRITING.
c. JANE'S NOT EATING, BUT MARY'S WRITING.

Have Joe take your place for the next turn to question another pupil. Continue on around the group, changing the pairs of pupils doing the actions each time.

Likely Errors

a. The use of "and" for "but" when the actions being described are to be contrasted.

b. The use of "but" for "and" when the activities being described are not to be contrasted.

c. No aspiration for [p], [t], or [k] initially before a vowel.

Model the proper responses at first if you have to.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions such as:

Do you have a nickel and a dime?

2. The learner will be able to answer such questions with any of the following:

No, I don't.
Yes, I do.
I have a nickel, but not a dime.
I have a dime, but not a nickel.

3. New vocabulary: circle, square.

4. The learner will be able to pronounce the consonants [b] , [d] , and [g] , as in: "boy," "duck," and "good."

B. Test: See page 7

II. MATERIALS

A. A nickel, a whistle, a marble, a dime, a button, a book, and a ring

B. A box to put the objects in

C. Cutouts of circles and squares. Enough so some of the children can have one of each and the others one of either.

Teaching Points

a. Yes-no questions and statements with "and" or "but."

b. The conjunctions "and" or "but" connecting nouns.

c. The voiced bilabial stop [b] .

d. The voiced alveolar stop [d] .

e. The voiced velar stop [g] .

III. PROCEDURES

A. Review

Free Dialog. Choose two pupils to stand in front of the class before each question is asked. Whisper to each of them to mimic a certain activity.

JOE, IS TOM EATING AND MARY SLEEPING?

TOM'S EATING BUT MARY'S NOT SLEEPING.

Have Tom eating and Mary standing.

JOE, IS TOM READING AND MARY WRITING?

YES, THEY ARE.

Have Tom reading and Mary writing.

Continue with pupils asking the questions as in a chain dialog, for example.

1st L: IS JANE HOPPING AND JOE WALKING?

2nd L: YES, THEY ARE. IS JOE SLEEPING AND JANE ERASING?

3rd L: JOE'S NOT SLEEPING, BUT JANE'S ERASING.

ETC.

Choose two new pupils to mimic other actions in front of the group every few turns.

Continue with this drill until everyone has had a chance.

B. Presentation

1. Echo a and b separately.
Model: (1). Echo: ◯ (3), ◉ .

a. I HAVE A NICKEL.
I HAVE A DIME.

Hold up the nickel and then the dime.

I HAVE A NICKEL. I HAVE A DIME.

b. I HAVE A NICKEL AND A DIME.

I HAVE A NICKEL AND A DIME.

2. Put the dime down on the table away from you, and hold up the nickel.
Model: (1). Echo: ◯ (3), ◉.

I HAVE A NICKEL, BUT NOT A DIME.

I HAVE A NICKEL, BUT NOT A DIME.

3. Put the nickel down on the table away from you, and hold up the dime.
Model: (1). Echo: ◯ (3), ◉.

I HAVE A DIME BUT NOT A NICKEL.

I HAVE A DIME BUT NOT A NICKEL.

4. Free dialog. Give each pupil in turn either one or both of the coins and ask:

JOE, DO YOU HAVE A NICKEL AND A DIME?

YES, I HAVE A NICKEL AND A DIME.

Give Joe both the nickel and the dime. Model the full response for him if you have to.

TOM, DO YOU HAVE A NICKEL AND A DIME?

I HAVE A NICKEL, BUT NOT A DIME.

Give Tom the nickel but not the dime. Model the response for him if you have to.

JANE, DO YOU HAVE A NICKEL AND A DIME?

I HAVE A DIME, BUT NOT A NICKEL.

Give Jane the dime but not the nickel. Continue on around the group.

ETC.

5. Echo a and b separately.
Model: (2). Echo: ◯(3), ⊖ .

a. THIS IS A CIRCLE.

THIS IS A CIRCLE.

Hold up the cutout of the circle.

b. THIS IS A SQUARE.

THIS IS A SQUARE.

Hold up the cutout of the square.

6. Model: (3). Echo: ◯(3).

THE CIRCLE'S ON THE DESK.

THE CIRCLE'S ON THE DESK.

Place the circle on the desk.

7. Model: (3). Echo: ◯(3).

THE SQUARE'S ON THE DESK.

THE SQUARE'S ON THE DESK.

Place the square on the desk.

8. Chain Dialog. Give each child cutouts of a circle, a square, or a circle and a square.

DO YOU HAVE A CIRCLE AND A SQUARE?

Model the question if you have to.

1st L: YES, I HAVE A CIRCLE AND A SQUARE. DO YOU HAVE A CIRCLE AND A SQUARE?

Model the full response if you have to.

2nd L: I HAVE A CIRCLE, BUT NOT A SQUARE. DO YOU HAVE A CIRCLE AND A SQUARE?

3rd L: I HAVE A SQUARE, BUT NOT A CIRCLE. DO YOU HAVE A CIRCLE AND A SQUARE?

ETC.

C. Pronunciation

1. Hold the picture of a duck so that you can see it but the class cannot. Have a puppet talk to the picture. Only the boys echo.
Model: (3). Echo: ◯(3), ⊙ .

Correct mispronunciations of [ɔ] [ɑ] , and [ɛ] .

Boy Puppet:

I'M NOT A BAD BOY.

I'M A GOOD BOY.

ARE YOU A GOOD BOY, TOO?

Picture:

I'M NOT A BOY.

I'M A DUCK.

I'M NOT A BAD BOY.

I'M A GOOD BOY.

ARE YOU A GOOD BOY, TOO?

I'M NOT A BOY.

I'M A DUCK.

Turn the picture around so the class can see it.

2. Repeat step 1. substituting "girl" for "boy" and the girl puppet for the boy puppet. Only the girls echo.

3. Have a boy puppet and a girl puppet model the following verse. Have the boys recite with the boy puppet and girls with the girl puppet afterwards. The puppets and the children make the appropriate "pretend" actions.
Model: (3). Echo: (3), ◯, ◯, ◯, ⊙.

Boy Puppet:
This is the way we bounce the ball,
Bounce the ball, Bounce the ball,
This is the way we bounce the ball,
So early in the morning.

Girl Puppet:
This is the way we ring the bell,
Ring the bell, Ring the bell,
This is the way we ring the bell,
So early in the morning.

Boy Puppet:
This is the way we hold a book,
etc.

Girl Puppet:
This is the way we hold a doll,
etc.

Boy Puppet:
This is the way we clean a desk,
etc.

Girl Puppet:
This is way we open a door,
etc.

All:

This is the hand that does good work,
Does good work, Does good work,
This is the hand that does good work,
So early in the morning.

3. Repeat step 2, but this time have everyone recite the lyrics rather than sing them.

Lesson 23

Have both puppets and all the pupils hold up their hands.

Test:

Put the objects in the box, identifying the objects out loud as you put them in. Have Joe take two objects, e.g., a nickel and a dime, from the box of objects and hold them behind his back so that no one can see what they are. Give Tom three chances to see if he can guess what they are. The dialog may sound like this:

Tom: DO YOU HAVE A RING AND A WHISTLE?
Joe: NO, I DON'T.

Tom: DO YOU HAVE A MARBLE AND A NICKEL?
Joe: I HAVE A NICKEL, BUT NOT A MARBLE.

Tom: DO YOU HAVE A NICKEL AND A DIME?
Joe: YES, I DO.

Have Joe show everyone the nickel and the dime.

Have Tom take Joe's place in choosing two other objects to hide behind his back for the next game. Choose another pupil to question Tom. Continue on around the group.

Likely Errors

a. The use of "and" for "but" when the nouns being compared are to be contrasted.

b. The use of "but" for "and" when the nouns being compared are not to be contrasted.

c. A voiceless and unaspirated stop for [b] , [d] , or [g].

d. Too much voicing in [b] , [d] , or [g].

Lesson 96

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

What will Joe do?
What's Joe doing?
What did Joe do?

2. The learner will be able to respond to such questions with answers like the following:

Joe'll run.
Joe's running.
Joe ran.

3. New vocabulary: crawl, pat

4. The learner will be able to pronounce [v] and [f], as in "have" and "knife."

B. Test: See pages 6 and 7.

II. MATERIALS

A. A toy dog, a table knife, and a leaf

B. Two series of stick figures (See Presentation # 1)

C. Cutouts of squares and circles; those you used in lesson 95.

Teaching Points

a. What questions with the pro-verb "do."

b. What questions about a present action ("is..doing"), about future action ("will. . .do"), and about a past action ("did . . .do").

c. Responses to what questions with the pro-verb "do."

d. The voiced labio-dental fricative [v].

e. The voiceless labio-dental fricative [f].

These pictures can either be prepared beforehand on a chart or butcher paper or drawn on the chalkboard at the time of presentation.

III. RECEIVE

A. Review

Chain Dialog. Distribute cutouts of circles and squares so that some children have only a circle or a square and others have both.

DO YOU HAVE A CIRCLE AND A SQUARE?

1st L: NO, I DON'T. I HAVE A SQUARE, BUT NOT A CIRCLE.

Accept any appropriate response, e.g., "A circle, but not a square."

YES, I DO.

DO YOU HAVE A CIRCLE AND A SQUARE?

2nd L: YES, I DO.

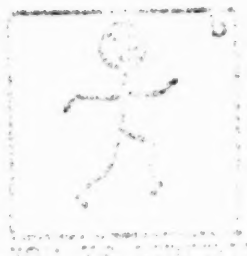
ETC.

B. Presentation

1. Have ready or draw the following stick-figure picture sequences on the board. Keep the second sequence covered or out of sight while you are presenting series #1. Model the first three sentences together, as in a series.
Model: (3).

#1

JOE WILL RUN.

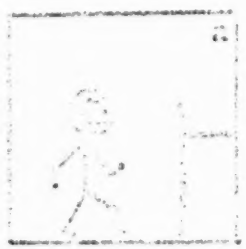


JOE IS RUNNING.

JOE RAN.

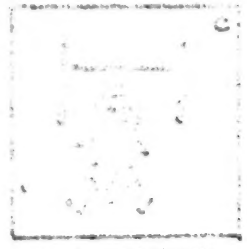
Now model the next three sentences, also together, as in a series.

#2



JOE WILL JUMP.

JOE IS JUMPING.



JOE JUMPED.

2. Point to b in series # 1 and ask:
Free Dialog: (2), (3).

WHAT'S JOE DOING?

HE'S RUNNING.

3. Free Dialog. Cover the middle picture b.
Point to a and ask:

WHAT WILL JOE DO?

HE'LL RUN.

4. Free Dialog. Point to b again. Ask:

WHAT'S JOE DOING?

HE'S RUNNING.

The captions do not appear on the chalkboard.

Important: In steps 2-6, give the children the opportunity to ask the questions at the end of each step.

5. Free Dialog. Cover a and b. Point to c and ask:

WHAT DID JOE DO?

HE RAN.

6. Repeat steps 2 through 5 with series #2, changing "run" to "jump."

7. Free Dialog. Invite 2-3 children to come up to the front of the class. One at a time whisper instructions to each child to jump or run. During the action ask:

WHAT'S [JOE / JANE / JACK] DOING?

[illegible] : [HE / SHE] IS [JUMPING. / RUNNING.]

8. Free Dialog. After the action above has been completed, ask:

WHAT DID [JOE / JANE / JACK] DO?

[illegible] : [HE / SHE] [RAN. / JUMPED.]

Repeat the procedure with another set of two or three children jumping and running.

9. Free Dialog. Call up three children. Tell the class that this time you want them to guess what each child will do. Again, whisper the instructions to the children.

WHAT WILL [TOM / MARY / JEAN] DO?

[SHE / HE] 'LL [JUMP. / RUN.]

The child referred to then jumps or runs as you have instructed him. Call on another set of two or three children to take Tom's, Mary's, and Jean's place, and repeat the procedure.

C. Pronunciation

1. Free Dialog. Hold up the leaf.

I HAVE A LEAF.

Hold up the knife.

I HAVE A KNIFE.

Alternately picking up the knife and the leaf, ask:

WHAT DO I HAVE?

◯: YOU HAVE [A KNIFE. / A LEAF.]

2. Let the children check their pronunciation with their mirrors.
Model: (3). Echo: ◯ (3), ⊙ .

A KNIFE

A KNIFE

A KNIFE

A KNIFE

Demonstrate the labio-dental quality of the [f] (and of the [v] in step 3) as you model by pointing to the position of your upper teech on your lower lip. Have the children do the same when they echo.

A KNIFE

A KNIFE.

3. Repeat step 2 with "have."

4. Free Dialog. Alternately handing the leaf then the knife to a child ask each time:

WHAT DO YOU HAVE?

I HAVE A [KNIFE. / LEAF.]

As soon as you think the children are able, have them ask the question. Note their pronounciation of "have."

Test:

Play a circle game. The class will stand in a circle with one member in the middle. Place the toy dog in the circle also. Whisper to the child in the middle to either pet the dog, jump, or crawl. Before the action takes place, ask a child in the circle:

WHAT WILL JOE DO?

HE'LL _____.

Then Joe performs his action.

If the guess is a correct one, the child who guessed goes in the middle and performs a whispered action. Continue with pupils asking the questions until everyone has had a guess.

Likely Errors

a. He'll jump. —> *He's jumping. (In response to: "What will Joe do?")

b. He jumped. —> *He jump.

c. [v] —> *[f] or *[b] in "have."

d. [f] —> *[p] in "leaf" and "knife."

Chain Dialog. Tell the child who is now in the middle that he may either jump, crawl, or pat the dog. It's his choice. While he is performing, ask the child next to you:

WHAT'S JOE DOING?

1st L: HE'S _____.

For example, "He's patting the dog."

Ask Joe to do something else.

WHAT'S JOE DOING NOW?

2nd L: HE'S _____.

For example, "He's crawling."

Continue with Joe doing a third action, then with a child taking Joe's place, and so on until everyone has had a chance to respond. Have some of the pupils ask the question.

Repeat step 2, this time waiting until the action is completed. Ask:

WHAT DID JOE DO?

1st L: HE _____.

For example, "He ran."

WHAT DID JOE DO?

2nd L: HE_____.

For example, "He crawled."

END.

Lesson 97

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

What did Joe do?
What did Joe drink?
What did Joe eat?

2. The learner will be able to answer such questions with responses such as:

He sat on a chair.
He drank some milk.
He ate a cookie.

3. New vocabulary: sat, ate, drank.

4. The learner will be able to pronounce [s] and [z], as in "Sue" and "zoo."

B. Test: See pages 5 and 6.

II. MATERIALS

A. A toy dog, combs, paper cups. (Enough paper cups for each person)

B. Orange juice, milk, crackers, and cookies. (Real or imitation)

C. A picture of a girl and of a zoo.

Teaching Points

a. What questions with "do" as a pro-verb.

b. What questions with transitive verbs.

c. The irregular past form as exemplified by "sat," "ate," and "drank."

d. The voiceless alveolar fricative [s] .

e. The voiced alveolar fricative [z] .

III. PROCEDURE

A. Review

1. Free Dialog. Perform the following activities:

Push a chair.
Pull a chair.
Comb your hair.
Open the door.
Close the door.
Jump.
Pat the toy dog.

After each action, ask:

WHAT DID I DO?

(): YOU PUSHED THE CHAIR.

WHAT DID I DO?

(): YOU CLOSED THE DOOR.

ETC.

2. Free Dialog. Call two children to the front. One will perform any of the activities suggested in step 1 and the other will ask:

1st L: WHAT DID JOE DO?

2nd L: HE PATTED THE DOG.

New action:

1st L: WHAT DID JOE DO?

3rd L: HE JUMPED.

ETC.

B. Presentation

1. Free Dialog. Continuing on from the review, have the child who is performing sit on a chair. Ask:

WHAT DID JOE DO?

HE SAT ON A CHAIR.

Model if necessary. If "He sat down (on a chair)" is used, accept it.

2. Model: (3). Echo: ◯ (3), ⊙ (2).

HE SAT ON A CHAIR.

HE SAT ON A CHAIR.

3. Free Dialog. Ask several children to stand in front of the class. One by one they sit down. As each sits down, ask:

WHAT DID JANE DO?

SHE SAT ON A CHAIR.

WHAT DID JOE DO?

HE SAT ON A CHAIR.

Then approach each of the children who sat down and ask:

JOE, WHAT DID YOU DO?

I SAT ON A CHAIR.

Address the boy who did the action for step 1 of the presentation.

JANE, WHAT DID YOU DO?

I SAT ON A CHAIR.

4. Distribute the cookie cutouts. Pretend to eat the cookie; the children imitate.
Model: (3). Echo: ◯ (3), ⊙ .

I ATE A COOKIE.

I ATE A COOKIE.

5. Distribute the glass of milk cutouts. Pretend to drink the milk; the children imitate.
Model: (3). Echo: ◯ (3), ⊙ .

I DRANK SOME MILK.

I DRANK SOME MILK.

6. Free Dialog. Invite the children to stand around a table on which you have placed a selection of things to eat and drink, real or imitations--i.e., small paper cups of milk, orange juice, and water; also, cookies and crackers. After making sure the children remember the names of all the food items, choose a child to select something to eat or drink. Ask:

WHAT DID JOE [EAT? / DRINK?]

[HE DRANK SOME MILK. / HE ATE A COOKIE.]

For example. Allow "Some milk" and "A cookie" as possible alternatives.

Give every child a chance to choose something. As soon as he is able, have a child replace you in asking, "What did Joe eat?" or "What did Joe drink?"

C. Pronunciation

1. Show the picture of the girl.
Model: (3).

THIS IS SUE.

THIS IS SUE.

2. Hold up the picture of the zoo, and move the picture of Sue towards it.
Model: (3).

SUE IS GOING TO THE ZOO.

SUE IS GOING TO THE ZOO.

Lesson 57

3. Model "zoo" before you model "Sue" again. Do the same in the echo activity.
Model: (3). Echo. ◯(3) ⊙.

SUE

SUE

ZOO

ZOO

Have the children put their hands on their throats so they can feel the difference between the voiceless [s] and the voiced [z], i.e., no vibration in the throat for s and vibration with z.

4. Free Dialog. Hold up the picture of the zoo.

WHAT DO YOU SEE AT THE ZOO?

I SEE A [LION / TIGER / ETC.] AT THE ZOO.

Have the children answer using the full sentences as given. Model answer if necessary.

RUTH, WHAT DO YOU SEE AT THE ZOO?

I SEE [AN ELEPHANT / A TIGER / ETC.] AT THE ZOO.

Test:

Put three paper cups on the table, one containing milk, another orange juice, and the third water. One child will turn his back to the table, while a second child goes to the table and drinks the contents of one of the cups. (Put a small amount in each so the child can empty the cup.) Have a monitor ask the child whose back is turned:

Monitor: WHAT DID JOE DRINK?

Likely Errors

a. What did Joe do?——>*What did Joe did?

b. What did Joe drink?——>*What did Joe drank?

c. She drank the milk?——>*She drinked the milk.

The child who is guessing turns around and inspects the table and answers.

HE DRANK THE ORANGE JUICE.

If he has answered correctly it's his turn to drink. (Replace the used cup with a clean one.)

Continue until each child has had a chance to guess and be a monitor.

Repeat the above game, asking "What did Joe eat?" Put crackers and cookies on the table.

Have the children form a circle with one child in the middle. Put a chair and the toy dog in the middle, too. Tell the child he may jump, sit on the chair, or pat the dog. After his action, ask the child next to you:

WHAT DID JOE DO?

1st L: HE PATTED THE DOG.

Joe performs another action.

WHAT DID JOE DO?

2nd L: HE SAT ON THE CHAIR.

ETC.

d. sat ——> *sit
ate ——> *eat
drank ——> *drink
} where past action is intended.

e. [z] ——> * [s] in "zoo."

I. OBJECTIVES

A. Content

1. The learner will become familiar with the different questions and the responses appropriate to each, like those in the following sets:

a. What will Joe do?

What will Joe
- drink?
- eat?
- pat?

He'll
- run.
- crawl on the floor.
- jump.

He'll
- drink some water.
- eat a cookie.
- pat the dog.

b. What's Joe doing?

What's Joe
- drinking?
- eating?
- patting?

He's
- running.
- jumping on the rug.
- crawling.

He's
- drinking some water.
- eating a cookie.
- patting the dog.

Teaching Points

a. The difference between the the future, present, and past forms of verbs.

b. The difference between the regular past forms of "jump" [dʒʌmpt], "crawl" [krɔld], and "pat" [pætɪd], and the irregular past forms of "drink" [drænk], "eat" [eɪt], and "see" [sɔ].

c. The use of the present form of the verb with "will" or "'ll" in WH- questions, and the responses to such questions.

d. The use of the -ing form with the verb "be" in WH- questions, and the responses to such question.

c. What did Joe do?

What did Joe { drink?
eat?
put?

He { ran to the door.
jumped.
crawled.
sat on a chair.

He { drank some water.
ate a cookie.
patted the dog.

D. No cues.

II. MATERIALS

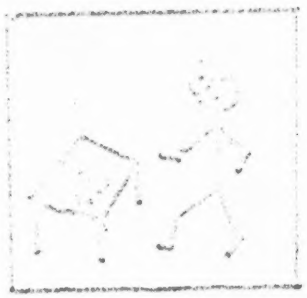
Draw on the chalkboard the two series of stick-figures used in lesson 96. Add the following:

Joe will eat.

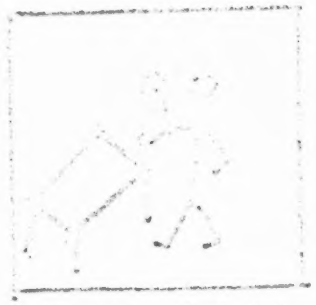
Joe is eating.

Joe ate.

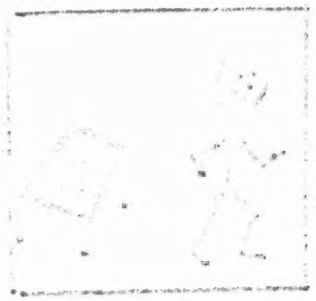
The captions do not appear on the chalkboard.



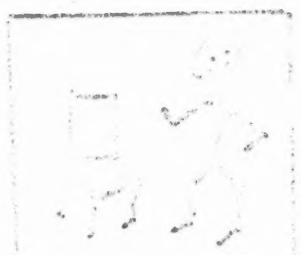
Joe will drink.



Joe is drinking



Joe drank.



Joe will sit.

Joe is sitting.

Joe sat.

III. PROCEDURE

Presentation

1. Pace Dialog. Point to one of the series of pictures on the chalkboard, say the "eating" series. Point to the first picture of a stick-figure approaching the table with a banana on it and ask the whole class:

WHAT WILL JOE [EAT? / DO?]

Point to the second picture.

WHAT'S JOE [EATING? / DOING?]

○ : HE'LL EAT THE BANANA

○ : HE'S EATING THE BANANA.

Go through the series of questions with "eat-eating" first, then through them again with "do-doing."

Point to the third picture.

WHAT DID JOE [EAT? / DO?]

◯: HE ATE THE BANANA.

2. Repeat step 1, but this time use the "drinking" series.

3. Repeat step 1, but this time use the "sitting" series.

4. Go through the three series of pictures again, but have a different pupil ask the questions for each set of pictures. Give every child a chance to ask the questions for one set of pictures. For example:

1st L: WHAT WILL JOE [DO? / DRINK?]

◯: HE'LL DRINK SOME WATER.

Let him choose between "do" and "drink." He points to the first picture.

1st L: WHAT'S JOE [DOING? / DRINKING?]

Pointing to the second picture.

◯: HE'S DRINKING SOME WATER

1st L: WHAT DID JOE [DO? / DRINK?]

Pointing to the third picture.

◯: HE DRANK SOME WATER.

b. Free Dialog. Put all the series of the stick-figure pictures where all the pupils can see them so they will know which activities to suggest. Have Tom come up to do the pantomiming and have Jane come up and ask some pupil who is seated:

Jane: MARY, WHAT WILL TOM DO?

Mary: HE'LL RUN.

Jane: JOE, WHAT'S TOM DOING?

Joe: HE'S RUNNING.

Jane: ALICE, WHAT DID TOM DO?

Alice: HE RAN.

Tom takes his seat and Jane will do the pantomiming after she chooses someone to ask the questions. Keep rotating the pupils until all have had a chance to ask the questions. Encourage the pupils to include all the activities depicted in the stick-figure series of pictures. Make sure all the pupils have had a chance to respond to the questions several times.

I. OBJECTIVES

A. Content

1. The learner will be able to ask <u>what</u> questions with "give," for example:

What did Joe give Jane?

2. The learner will be able to respond to such a question with an answer like:

He gave her a yellow balloon.

3. New vocabulary: vine, line.

4. The learner will be able to pronounce [w] and [v], as in "what" and "give."

B. Test: See page 8.

II. MATERIALS

A. Five balloons of five different colors.

B. Pictures of a circus clown doing the following:

1. going to sit on a chair
2. sitting on a chair at a table
3. a man (not the clown) putting a glass of milk and some bread on the table
4. the clown eating the bread.
5. the clown drinking the milk
6. the clown with a drum
7. the clown playing the drum
8. the clown marching as he plays the drum

<u>Teaching Points</u>

a. <u>What</u> questions about the indirect object of "give."

b. The indirect object after "gave," e.g., "He gave me the balloon."

c. The indirect object with "to" after the direct object, e.g., "He gave the balloon to me."

d. The object forms of the personal pronouns as in direct objects: "him," "her," "me," etc.

e. The rounded labio-velar approximant [w], as in "what" and "walk."

f. The labio-dental fricative [v], as in "give."

C. A picture of vines on a wall and a picture of children walking on a line on the floor.

III. PROCEDURES

A. Review

1. Free Dialog. Show the pictures of the circus clown.

THIS IS TINY. HE'S IN THE CIRCUS. HE'S GOING TO SIT ON THE CHAIR. WHAT WILL HE DO?

HE'LL SIT ON THE CHAIR.

Show picture 1. Select another name, if "Tiny" is not appropriate.

Show picture 2.

WHAT'S TINY DOING?

HE'S SITTING ON THE CHAIR.

NOW THE MAN IS PUTTING SOME MILK AND BREAD ON THE TABLE. WHAT WILL TINY DO?

HE'LL DRINK THE MILK.
HE'LL EAT THE BREAD.

Show picture 3.

Show pictures 4 and 5. Accept any other appropriate response, e.g., "He'll eat the bread and drink the milk."

WHAT DOES TINY HAVE?

HE HAS A DRUM.

Show picture 6.

WHAT WILL HE DO?

HE'LL PLAY THE DRUM.

WHAT'S HE DOING NOW?

Show picture 7.

HE'S PLAYING THE DRUM.

WHAT'S HE DOING NOW?

Show picture 8.

HE'S MARCHING.

2. Free Dialog. Afterwards, ask the children what Tiny did in the pictures they just looked at.

WHAT DID TINY DO?

HE SAT ON THE CHAIR.
HE DRANK THE MILK.
HE ATE THE BREAD.
HE PLAYED THE DRUM.
HE MARCHED.

Give the first two sentences if necessary.

3. Chain Dialog. Have the children ask each other yes-no questions about what Tiny did.

1st L: DID TINY EAT AN APPLE?
2nd L: NO, HE DIDN'T. HE ATE SOME BREAD. DID TINY DRINK SOME MILK?
3rd L: YES, HE DID. DID TINY PLAY THE STICKS?
4th L: NO, HE DIDN'T. HE PLAYED A DRUM.

B. Presentation

1. Free Dialog. Holding the balloons in your hand, say:

LET'S PLAY A GAME OF PRETEND. I'M A BALLOON MAN. HOW MANY BALLOONS DO I HAVE?

YOU HAVE FIVE BALLOONS.

WHAT COLORS ARE THEY?

THEY'RE BLUE, YELLOW, PINK, RED, AND GREEN.

MARY, WHAT BALLOON DO YOU WANT?

I WANT THE RED ONE.

Give the balloon to her.

HERE.

THANK YOU.

JOE, DO YOU WANT THE YELLOW BALLOON?

NO, I WANT THE BLUE ONE.

Give it to him.

HERE IT IS.

THANK YOU.

Continue in this manner until all the balloons are given out. Then ask:

WHAT DO YOU HAVE, MARY?

I HAVE THE RED BALLOON.

WHAT DOES MARY HAVE, JANE?

SHE HAS THE RED BALLOON.

Let the children ask each other, "What does_____ have?"

2. Free Dialog:

I GAVE THE RED BALLOON
TO MARY.
WHAT DID I GIVE TO MARY?

I GAVE HER THE RED BALLOON.

WHAT DID I GIVE TO JOE?

1st L: YOU GAVE HIM THE BLUE BALLOON.

ETC.

Use "echo" intonation: "What did I give to Mary?"

3. Free Dialog. Have Tom play balloon man and give out the balloons. Have him ask, "What balloon do you want?" before giving them out. After giving them out, he asks:

Tom: WHAT DID I GIVE JANE?

YOU GAVE HER THE YELLOW BALLOON.

Tom: JANE, WHAT DID I GIVE YOU?

YOU GAVE ME THE YELLOW BALLOON.

ETC.

Repeat with other pupils playing the role of the balloon man.

4. Free Dialog. Have each child who has a balloon give it to somebody else.

WHAT DID YOU DO, FRANK?

I GAVE MY BALLOON TO MARY.

WHAT DID YOU DO, TONY?

I GAVE MY BALLOON TO ROSE.

Continue with a pupil asking the next three questions. Return the balloons to the original owners and repeat the procedure with another child asking all the questions.

5. Chain Dialog:

1st L: WHAT DID YOU DO, JOE?

2nd L: I GAVE MY BALLOON TO TO MARY.
WHAT DID YOU DO?

3rd L: I GAVE ME BALLOON TO ROSE.

ETC.

C. Pronunciation

1. Echoing should be done sentence by sentence. Draw a line on the floor of the classroom.
Model: (3). Echo: ○ (3).

CAN YOU WALK ON A VINE?

CAN YOU WALK ON A VINE?

Show picture of vine crawling up a wall.

WALK ON A VINE?!

WALK ON A VINE?!

NO, CAN YOU?

NO, CAN YOU?

NO, WE CAN'T.

NO, WE CAN'T.

BUT WE CAN WALK ON A LINE!

BUT WE CAN WALK ON A LINE!

Show picture of boy walking on a line drawn on the floor. Then demonstrate by walking on the line drawn on the floor of the classroom.

2. Divide the class into two groups and have them echo after you:

( ) CAN YOU WALK ON A VINE?
( ) WALK ON A VINE?!
( ) NO, CAN YOU?
( ) NO, WE CAN'T.
BUT WE CAN WALK ON A LINE!

3. Chain Dialog:

Do this step if there is time.

JOE, CAN YOU WALK ON A VINE?

Joe: NO, I CAN'T.
BUT I CAN WALK ON A LINE.
JANE, CAN YOU WALK ON A VINE?

Jane: NO, I CAN'T.
BUT I CAN WALK ON A LINE.
TOM, CAN YOU WALK ON A VINE?

ETC.

Test:

Chain Dialog. Play "Balloon man" in the following way. Say:

LET'S PLAY BALLOON MAN, I'LL BE THE BALLOON MAN.

Give Joe a balloon.
A BALLOON FOR JOE.

Give Jane a balloon.
A BALLOON FOR JANE.

Etc.

After all the balloons have been given out, begin the chain dialog:

WHAT DID I GIVE YOU, TOM?

Tom: YOU GAVE ME A RED BALLOON.

1st L: WHAT DID MRS. _____ GIVE TOM?

2nd L: SHE GAVE HIM A RED BALLOON.

WHAT DID I GIVE YOU, MARTHA?

Martha: YOU GAVE ME A BLUE BALLOON.

2nd L: WHAT DID MRS. _____ GIVE MARTHA?

3rd L: SHE GAVE HER A BLUE BALLOON.

ETC.

Repeat the activity with pupils playing the role of the "balloon man." Continue until all the children have had the opportunity to ask and answer the questions.

Likely Errors

a. What did Joe give Jane? → *What did Joe gave Jane?

b. He gave me the balloon. → *He gave I the balloon.

c. She gave me the balloon. → *She gave me it.

d. [v] → *[v] or *[w] in "give" and "walk." Note that "what" may be pronounced [wət] or [hwət]. (Using an [a] vowel in either form would be quite rare.)

e. *[v] → *[w] in "give" and "vine."

I. OBJECTIVES

A. Content

1. The learner will be able to use "bring" and "take" in requests, in statements, and in *who* and *what* questions, for example:

Who brought this pencil to you?

Ian brought it to me. Ian did.

What did you take to Joe?

I took a pencil to Joe. A pencil.

Take this to Jane.
Bring that to me.

2. New vocabulary: bring, take

3. The learner will be able to pronounce [y] before vowels, as in "yawn."

B. Test: See page 7.

II. MATERIALS

A. A hand puppet

B. Cutouts of an apple, a bowl of soup, a glass of milk, a piece of pie and other foods. Enough so each child can have one.

C. A doll, a bag of marbles, a necklace, and a toy airplane

Teaching Points

a. "Bring" and "take" in requests, in statements, and in *who* and *what* questions.

b. The past forms of "bring" and "take", i.e., "brought" and "took", in statements and *who* questions (about the subject).

c. The forms "bring" and "take" with "aid" in *what* questions (where *who* is about the indirect object).

d. The palatal [y] before vowels.

III. PROCEDURE

A. Review

Hold the toys as you say:

I AM MRS. (_____). I HAVE SOME TOYS FOR MARY AND TOMMY. WHAT DO I HAVE?

Note that this time an echo intonation is not used, since it would be a repetition of: "You have some toys. . ."

1st L: YOU HAVE A DOLL.
2nd L: YOU HAVE SOME MARBLES.
3rd L: YOU HAVE A NECKLACE.
4th L: YOU HAVE AN AIRPLANE.

Distribute the toys to Mary and Tommy as indicated by the dialog below.

WHO DID I GIVE THE DOLL TO?

1st L: YOU GAVE THE DOLL TO MARY.

Encourage whole sentences for responses. Model if necessary.

THE AIRPLANE?

2nd L: YOU GAVE THE AIRPLANE TO TOMMY.

THE MARBLES?

3rd L: YOU GAVE THE MARBLES TO TOMMY.

WHAT DID I GIVE MARY?

4th L: YOU GAVE MARY THE DOLL AND THE NECKLACE.

Cue for the compound predicate with "and" by pointing to the doll and the necklace.

WHAT DID I GIVE TOMMY?

5th L: YOU GAVE HIM THE MARBLES AND THE AIRPLANE.

Point to the marbles and the airplane.

B. Presentation

1. Free Dialog. Show the hand puppet.

THIS IS JOHN. JOHN ALWAYS ASKS FOR THINGS. LISTEN:

John: I'M HUNGRY. MARY, GIVE ME A PIECE OF PIE.

Mary: HERE'S YOUR PIECE OF PIE.

Give each child the appropriate cutout to give to John, and model his line if necessary.

John: BRING ME A GLASS OF MILK, TOMMY.

Tommy: HERE'S YOUR MILK.

John: RALPH, BRING ME AN APPLE.

Ralph: HERE'S YOUR APPLE.

John: CECILE, BRING ME A BOWL OF SOUP.

Cecile: HERE'S YOUR SOUP.

2. Free Dialog. Have the children cluster around you.

WHAT DID JOHN WANT?

1st L: HE WANTED A PIECE OF PIE.
2nd L: HE WANTED SOME MILK.

3rd L: HE WANTED SOME SOUP.
4th L: HE WANTED AN APPLE.

WHO BROUGHT THE PIE TO HIM?

5th L: MARY BROUGHT THE PIE TO HIM.

Provide the response if necessary.

THE MILK?

6th L: TOMMY BROUGHT THE MILK TO HIM.

ETC.

3. Repeat step 2, calling on individuals to ask the questions.

4. Chain Dialog. Whisper the question to the first learner:

1st L: WHAT DID YOU BRING JOHN?

2nd L: I BROUGHT HIM THE PIE. WHAT DID YOU BRING JOHN? Turning to 3rd L.

3rd L: YOU BROUGHT HIM THE PIE. WHAT DID YOU BRING JOHN? Turning to 4th L.

4th L: I BROUGHT HIM THE MILK. WHAT DID YOU BRING JOHN? Turning to 5th L.

ETC.

Be sure children know that "bring" means carry in the direction of the speaker and "take" means carry away from the speaker.

5. Action Response. Move away from the children.

NOW LISTEN TO JOHN AGAIN.

John: LINDA, TAKE THIS APPLE TO RALPH.

Linda does as she is asked.

MAY, TAKE THIS BOWL TO JOE.

May does so.

TED, TAKE THIS GLASS TO JACK.

Ted does so.

ETC.

6. Free Dialog.

WHO DID LINDA TAKE THE APPLE TO?

SHE TOOK THE APPLE TO RALPH.

WHO DID MAY TAKE THE BOWL TO?

SHE TOOK THE BOWL TO JOE.

WHO DID TED TAKE THE GLASS TO?

HE TOOK THE GLASS TO JACK.

ETC.

7. Repeat steps 5 and 6.

This is not quite a complete statement of the distribution of "bring" and "take", since the place of reference can be projected. (The teacher meeting Joe on the street could say, "Be sure and bring your book to school tomorrow.") But this refinement can be postponed until the children can successfully associate directional meanings with "bring"and "take".

Provide the response if necessary.

C. Pronunciation

1. Model: (1).

I'M VERY SLEEPY. I'M
GOING TO YAWN. (Yawn)

2. Model: (3). Echo: ◯ (3).

I'M GOING TO YAWN.

I'M GOING TO YAWN.

3. Chain Dialog.

TONY, CAN YOU YAWN?

1st L: YES, I CAN. (Yawns.)
MARY, CAN YOU YAWN?

2nd L: YES, I CAN. (Yawns.)
GEORGE, CAN YOU YAWN?

3rd L: YES, I CAN. (Yawns.)
JOE, CAN YOU YAWN?

4th L: YES, I CAN. (Yawns.)
JANE, CAN YOU YAWN?

ETC.

Test:

1. Give the following directions to the children:

   DAN, TAKE THIS PENCIL TO HELEN.
   HELEN, TAKE IT TO RICK.
   RICK, TAKE IT TO JIM.

   Keep this up until the pencil is passed to four or five pupils. Then initiate a conversation like the following:

   DAN, WHO BROUGHT THE PENCIL
   TO YOU?
   (Stand beside Dan.)

   YOU BROUGHT IT TO ME.
   YOU DID.

   HELEN, WHAT DID DAN BRING
   TO YOU?

   HE BROUGHT ME A PENCIL.

   WHO DID YOU TAKE IT TO?

   I TOOK IT TO RICK.

2. Repeat the activity, but have a pupil take your part in making the requests and asking the questions. Continue until several have had a chance to play "teacher."

a. Bring that to me.---> *Take that to me.

b. Take this to her. ---> *Bring this to her.

c. She took a book to him. ---> *She take a book to him.

d. What did she bring to you? ---> *What did she brought to you?

e. [y] ---> *[dʒ] in "yawn."

Note "who", not the traditionally recommended but rarely used "whom."

I. OBJECTIVES

A. Content

1. The learner will be able to use questions like the following:

Who did he give the chalk to?
What did Joe give Tom?
What did June do?

2. The learner will be able to respond to such questions with answers like:

He gave his chalk to Tom.
He gave Tom his chalk.

She brought the crayon to me.
She took the paper to Tom.

Teaching Points

a. Who questions about the indirect object.

b. What questions about the direct object.

c. What (with the pro-verb "do" as the main verb) questions about the verb.

II. MATERIALS

A. A box with the following items in it: a bell, a whistle, a marble, a ring, a ball, a pencil, and others

B. Musical instruments: a drum, a tambourine, a bell, sticks, tone-blocks, etc.

C. Scratch paper and crayons

D. A record player

III. PROCEDURES

1. Distribute musical instruments to accompany the pupils' singing or humming. The dialog may resemble the following sentences. Model as many responses as are necessary.

Have the pupils hum or sing a familiar tune.

I HAVE A DRUM. I'LL
GIVE IT TO JOE.

Hold up a drum. Give it to Joe.

TOM, WHO DID I GIVE THE
DRUM TO?

YOU GAVE [IT / THE DRUM] TO JOE.

Provide the response if necessary. This could be: "You gave Joe the drum.", with extra emphasis on "Joe".

MARY, WHAT DID I GIVE JOE?

YOU GAVE [JOE / HIM] THE DRUM.

This could be "You gave the drum to Joe" with extra emphasis on "drum".

I HAVE A BELL. I'LL
GIVE IT TO MARY.

JOE, WHO DID I GIVE THE
BELL TO?

YOU GAVE [THE BELL / IT] TO MARY.

Provide the response if necessary.

JANE, WHAT DID I GIVE
MARY?

YOU GAVE [MARY / HER] THE BELL.

Distribute the other musical instruments (e.g., tambourine, sticks, tone-blocks) in the same manner, alternating what questions about the direct object with who questions about the indirect object. When the instruments have all been distributed, let the pupils accompany the song when they sing it. Have the pupils who do not have an instrument sing the words and clap their hands to the rhythm of the music.

2. Repeat step 1 by having the pupils who had the instruments in step 1 give the instruments to pupils who didn't have any then. Have the pupils ask and answer the questions (in whatever form they choose). Give help by modeling any sentences that are necessary.

Joe: TOM, WHO DID I GIVE THE DRUM TO?

Tom: YOU GAVE IT TO JANE.
MARY, WHAT DID I GIVE PETER?

Mary: YOU GAVE HIM THE TONE-BLOCKS.
JOHN, WHAT DID I DO?

John: YOU GAVE THE BELL TO HENRY.

ETC.

3. Free Dialog. Collect the instruments.

PETER, BRING ME THE TONE-BLOCKS.
HE BROUGHT THE TONE-BLOCKS TO ME.
JOE, WHAT DID PETER DO?

Peter brings the blocks.

Joe: HE BROUGHT THE TONE-BLOCKS TO YOU.

Have Joe standing beside you.

JANE, BRING ME THE DRUM.
TOM, WHAT DID JANE DO?

Jane brings the drum.
Have Tom standing beside you.

Tom: SHE BROUGHT YOU THE DRUM.

HENRY, BRING ME THE BELL.
MARY, WHAT DID HENRY DO?

Henry brings the bell.
Have Mary standing beside you.

Mary: HE BROUGHT YOU THE BELL.

ETC.

4. Chain Dialog. Put the box of objects on the table in front of the class. Distribute the objects using a dialog like the following:

JOE, TAKE THE WHISTLE TO JANE.
TOM, WHAT DID JOE DO?

Tom: HE TOOK THE WHISTLE TO JANE. — Tom is far from you.
MARY, TAKE THE BALL TO JOE.
JANE, WHAT DID MARY DO?

Jane: SHE TOOK THE BALL TO JOE. — Jane is far from Tom.
TOM, TAKE THE PENCIL TO MARY.
JOE, WHAT DID TOM DO?

Joe: HE TOOK THE PENCIL TO MARY. — Joe is far from Jane.

ETC.

5. Have a pupil collect the objects in the same way you collected the instruments in step 3. Help him with the questions.

6. Free Dialog. Have the pupils take turns giving chalk, paper, and crayons to each other. Let them speak English freely at this time; see the sample dialogs below. Give help where it is needed by modeling any of the dialogs. Sample dialogs:

I HAVE SOME CHALK. I'LL GIVE IT TO JOE. TOM, WHO DID I GIVE THE CHALK TO? — Give Joe the chalk. Then have him give it to someone else.

Tom: YOU GAVE JOE THE CHALK.
MARY, WHAT DID JOE GIVE JANE?

Mary: HE GAVE HIS CHALK TO JANE.
JOHN, WHO DID JANE GIVE THE CHALK TO? — Have Jane give the chalk to someone else.

John: SHE GAVE THE CHALK TO PETER.

ETC.

When everyone has taken part, distribute the paper and crayons in conversation like the following:

Have the crayons and paper placed on the table in front of the class.
Or, bring me a crayon.

JOE, BRING A CRAYON TO ME.

TOM, WHAT DID JOE DO?

Tom: HE BROUGHT THE CRAYON TO YOU. MARY, BRING A CRAYON TO ME. JANE, WHAT DID MARY DO?

Or, he brought you a crayon.

Jane: SHE BROUGHT A CRAYON TO YOU.

ETC.

JOE, TAKE A SHEET OF PAPER TO TOM. PETER, WHAT DID JOE DO?

Peter: HE TOOK A SHEET OF PAPER TO TOM. MARY, TAKE A SHEET OF PAPER TO JANE. TOM, WHAT DID MARY DO?

Tom: SHE TOOK A SHEET OF PAPER TO JANE.

ETC.

I. OBJECTIVES

A. Content

1. The learner will be able to use the requests:

Go over there.

Come here.

2. When asked, "What did Joe do?" the learner will be able to make the appropriate choice between:

He went over there.
He came here.

3. The learner will be able to produce [y] and [w] before vowels, as in "went" and "yes".

B. Test: See page 5.

II. MATERIALS

A. A book and a pencil

B. Two puppets.

III. PROCEDURES

A. Review

1. Put the book and the pencil on the table in front of the pupils. Go and stand in one corner and have Joe go and stand in another.

Teaching Points

a. The use of "go" with "over there", and "come" with "here".

b. The past form of "go": "went".

c. The past form of "come": "came".

d. The labio-velar approximant [w] before vowels.

e. The palatal approximant [y] before vowels.

JANE, BRING THE BOOK TO ME. THANK YOU.

Take the book that Jane brings to you.

MARY, TAKE THE BOOK TO JOE. THANK YOU.

Give Mary the book to take to Joe.

TOM, BRING THE PENCIL TO ME. THANK YOU.

Take the pencil that Tom brings to you.

JANE, TAKE THE PENCIL TO JOE. THANK YOU.

Give Jane the pencil to take to Joe.

2. Now have another pupil take your place. Give all of the pupils a chance to review the "bring" and "take" requests.

JOE, BRING THE PENCIL TO ME.

JANE, TAKE THE PENCIL TO TOM.

MARY, BRING THE BOOK TO ME.

JOE, TAKE THE BOOK TO TOM.

ETC.

Model the correct sentence if you have to.

B. Presentation

1. Have Joe come to you by beckoning him.
Model: (2).

[JOE, / JANE,] COME HERE.

WHAT DID [JOE / JANE] DO?

[HE / SHE] CAME HERE.

2. Chain Dialog.

Have Joe ask another pupil:

Joe: TOM, COME HERE.

Model the correct sentence if you have to.

When Tom has come,

Joe: TOM, WHAT DID YOU DO?

Tom: I CAME HERE.
MARY, COME HERE.

Model the correct response if you have to.

When Mary has come,

Tom: MARY, WHAT DID YOU DO?

Mary: I CAME HERE.
JACK, COME HERE.

ETC.

Continue with the activity until everyone has a chance and until everyone is standing near the corner.

3. Model: (2).

[JOE, / JANE,] GO OVER THERE.

Point to another corner.

WHAT DID [JOE / JANE] DO?

Be sure that Joe goes to another corner of the room.

[HE / SHE] WENT OVER THERE.

4. Chain Dialog.

TOM, GO OVER THERE.

Ask another pupil:
WHAT DID TOM DO?

1st L: HE WENT OVER THERE.
MARY, GO OVER THERE.

When Mary goes, 1st L: WHAT DID MARY DO?

2nd L: SHE WENT OVER THERE.
JACK, GO OVER THERE.

ETC.

Continue until about half the class is standing in the corner. Then those standing in the corner take the speaking roles of the activity.

5. Repeat steps 2 and 4, if there is time, by standing or pointing to other places in the room. Let the pupils do the talking as much as they can.

C. Pronunciation

1. Have the two puppets carry out the dialog.
Model: (3).

John: WHERE'S YOUR WHISTLE?

Peter: I DON'T KNOW. WHERE'S YOURS?

John: I DON'T KNOW. DO YOU WANT ONE?

Peter: YES! YES, I DO!

Both: WE WANT A WHISTLE!

Model the correct sentence if you have to. Point to the corner, where Tom goes.

Model the correct response if you have to.

Have both puppets turn and face the class on the last line.

2. Imitation. Have pupils take turns holding the puppets and carrying out the dialog above. Model as much as is needed. Correct pronunciation where it is necessary. Do not insist that the pupils use exactly the same sentences and words as those in the model.

Test:

Point to the corner of the room as you say:

JOE, GO OVER THERE.

Ask Tom:

WHAT DID JOE DO?

See if he can answer correctly:

HE WENT OVER THERE.

Go stand next to Tom and point to where you are standing as you say:

JOE, COME HERE.

Ask Tom again:

WHAT DID JOE DO?

See if he can answer correctly: HE CAME HERE.
Have Tom take your place and another pupil take Tom's place and have them go through a similar activity. Continue in this way till all have played both your part and Tom's.

Likely Errors

a. Come here. ⟶ *Go here.

b. Go over there. ⟶ *Come over there.

c. He went over there. ⟶ *He go over there.

d. She came here. ⟶ *She came here.

e. [y] ⟶ *[ʤ] in "yes" and "your".

f. [v] ⟶ *[v] ⁀ *[hv] in "went", "went", "there", and "whistle". Some people use [hw] in "there" and "whistle". This is acceptable.

Lesson 103

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   Where's Joe?

   Where was Jane?

2. The learner will be able to answer such questions with:

   He's [over there. / here.]

   She was [over there. / here.]

3. The learner will be able to pronounce [h], as in "here" and "hand."

B. Test: See page 6.

II. MATERIALS

2 puppets.

III. PROCEDURES

A. Review

Sit on a chair in front of the room with the pupils around you. When the review activity is finished, all of the pupils should again be in front of you. Point to a corner of the room.

Teaching Points

a. Where questions with "is" and "was."

b. Responses (to such questions) which include "over there," or "here."

c. The voiceless glottal fricative [h].

JOE, GO OVER THERE.

When Joe gets to the corner, point to him and say:

JOE WENT OVER THERE.

Then point to where you are and say:

JOE, COME HERE.

Have Joe sit on the rug in front of you and say to the class:

JOE CAME HERE.

Continue on around the group in the following manner:

TOM, GO OVER THERE. — Point to a corner of the room.

JOE, WHAT DID TOM DO?

HE WENT OVER THERE. — Have Joe point to Tom in the corner.

TOM, COME HERE.
JOE, WHAT DID TOM DO?

HE CAME HERE. — Have Tom sit down by Joe. Have Joe point to where he is sitting.

JANE, GO OVER THERE. — Point to a corner of the room.
TOM, WHAT DID JANE DO?

SHE WENT OVER THERE. — Have Tom point to Jane in the corner.

ETC.

B. Presentation

1. Have Joe stand by one wall and Tom by another.
Model: (2).

WHERE'S JOE?
HE'S OVER THERE. — Point to the wall where Joe is.

WHERE'S TOM?
HE'S OVER THERE. — Point to the wall where Tom is.

2. Have Joe and Jane return to their chairs and sit down. You should be quite far from them.
Model: (2).

WHERE'S JOE? HE'S OVER THERE. — Point to Joe sitting at his desk.
WHERE WAS JOE? HE WAS OVER THERE. — Point to the wall where Joe was. Emphasize the underlined forms.

WHERE'S JANE. SHE'S OVER THERE. — Point to Jane sitting in her chair.

WHERE WAS JANE? SHE WAS OVER THERE. — Point to the wall where Jane was.

3. Free Dialog. Have each pupil in turn go and stand by the wall. Ask someone:

MARY, WHERE'S JANE?

SHE'S OVER THERE. — Have Mary point to the wall where Jane is standing. Model the answer if it is necessary.

Then have Jane sit down in her chair and ask:

MARY, WHERE'S JANE?

SHE'S OVER THERE. — Have Mary point to the desk where Jane is sitting.

MARY, WHERE WAS JANE?

SHE WAS OVER THERE.

ETC.

Have Mary point to the wall where Jane was standing. Continue on around the group.

4. Chain Dialog. Have two pupils take two puppets to carry on the conversation. Have the 1st puppet talk to the 2nd puppet, while a pupil goes to several different places in the room. Model the dialog with the puppets first.

1st Puppet: WHERE'S JOE?
2nd Puppet: HE'S OVER THERE.

1st Puppet: WHERE'S JOE?
2nd Puppet: HE'S OVER THERE.

1st Puppet: WHERE WAS JOE?
2nd Puppet: HE WAS OVER THERE.

ETC.

Have the 2nd puppet point to the pupil (Joe) over by the door. Then have the pupil move to a new spot. Have the 2nd puppet point to Joe in the new place where he is standing.
Have the 2nd puppet point to the door where Joe was standing. Let three new pupils take the roles for the next turn. Continue on around the group.

C. Pronunciation

1. Use a puppet to model the dialog. Let pupils take turns holding another puppet when they recite alone. Be sure to pretend that you are laughing.
Model: (3). Echo: ◯ (3), ◯.

HA - HA - HA,

HA - HA - HA,

HEE - HEE - HEE,

HEE - HEE - HEE,

WHO'S HELPING

WHO'S HELPING

TO LAUGH WITH ME?

TO LAUGH WITH ME?

HO - HO - HO.

HO - HO - HO.

2. Imitation. Have two puppets model the dialog. Then have the pupils take turns holding the puppets and taking their part in the dialog. Model as much as is needed. Correct pronunciation where it is necessary.

Peter: HI, JOHN. I HAVE A HOT DOG.

John: I HAD ONE AT HOME.

Peter: DID YOU EAT IT?

John: NO. I DROPPED IT.

Test:

Have Joe hide his eyes while you have one-half of the class stand in one corner of the room and other half of the class stand in another corner. Call Tom to you by saying:

TOM, COME HERE. Ask Joe:
WHERE'S TOM?

He should be able to answer:

HE'S OVER THERE.

Be sure that Joe points to Tom standing by you. Model the proper response and gesture for him if necessary. Then ask:

JOE, WHERE WAS TOM?
Joe guesses:

HE WAS OVER THERE.

He should point to the corner which he thinks is the one where Tom was standing. If Joe guesses correctly say:

YES, TOM WAS OVER THERE.

Point to the corner that Joe pointed to, where Tom was standing. If Joe doesn't guess correctly say:

NO, TOM WAS OVER THERE.

Point to the other corner, where Tom was standing. Then continue the activity by having Tom close his eyes while Joe says:

MIKI, COME HERE.

Model the proper request for him if necessary. Then have Joe ask Tom the other questions. Continue on through the entire group, having Mary close her eyes while Tom asks someone to come where he is and so on.

Likely Errors

a. He was over there. -> *He's over there. (In response to "Where was Joe?")

b. She was over there. -> *He was over there. (Where the reference is to a female person.)

c. Leaving out [h], e.g., [hat] -> *[æt] for "hot."

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions such as the following:

Where's the book?
Where's the book now?
Where was the book before?

2. The learner will be able to answer such questions with responses like the following:

It's in Jane's hand.
It's on the table.
It was in Jane's hand.

3. New vocabulary: now, before

4. The learner will be able to omit the initial [h] in certain common pronoun forms (him, her, etc.) when they are not the first word in the sentence, and when when they are weak stressed, as in:

I see him.

B. Test: See page 8.

II. MATERIALS

A. Objects

1. Classroom materials (books, pencils, erasers, paint brushes)

2. Artificial fruit: orange, apple, banana, box

Teaching Points

a. Where questions with form of "be."

b. Present and past forms of "be": "is" and "was".

c. "It" and "was" with "he", "she", "it" or a proper name, as subject.

d. Responses to Where questions with forms of "be."

e. Reduction of [h] to silence in certain common pronouns in normal conversation when it begins an unstressed word that is not the first word of a sentence, e.g., "him" and "her", as in:
"I see him." [ay siy im] as an alternative to [ay siy him].

A sufficient supply of classroom materials and fruit so that every child may have one object.

3. Flannel board and flannel board cutouts of a house, a tree, a dog, and a man

B. Puppets: a boy puppet, a girl puppet

C. Toys: a toy cat, a toy dog

III. PROCEDURES

A. Review

1. Free Dialog. Give the following commands to individual children and question other individuals about the actions that have been performed.

Or: "Bring me the book." Or any other familiar object.

JOE, BRING THE BOOK TO ME.
He brings the book.

Go stand beside Tom.
WHAT DID JOE DO, TOM?

Tom: JOE BROUGHT | YOU THE BOOK. THE BOOK TO YOU. |

JOE, TAKE THE BOOK TO JANE.
He takes the book to Jane.

WHAT DID JOE DO?

Tom: JOE TOOK THE BOOK TO JANE.

2. Free Dialog. Point to a chair you have put across the room.

JOE, GO OVER THERE.
Joe goes to the chair.

WHAT DID JOE DO?

○: (Pointing) HE WENT OVER THERE

Call Joe to return to you and the other children.

JOE, COME HERE.
He comes.

Make a "come here" motion with your hand.

WHAT DID JOE DO?

○: HE CAME HERE.

WHERE WAS JOE?

○: HE WAS OVER THERE.
(Pointing)

Repeat with other pupils taking Joe's place.

E. Presentation

1. Free Dialog. Give each child one of the following objects to hold in his hand: a book, a pencil, a piece of paper, an eraser, a brush, an orange, an apple, or a banana. No two children should have the same object, so use other classroom items in addition to these if necessary.

WHERE'S THE APPLE?

IT'S IN JANE'S HAND.

Model if necessary.

WHERE'S THE PENCIL?

IT'S IN JOE'S HAND.

DO.

2. Give each child instructions (one at a time) to place his object somewhere and question the others in the following manner:

JANE, PUT THE BOOK

- ON THE CHAIR.
- ON THE TABLE.
- BY THE BOX.
- UNDER THE PENCIL.

WHAT DID JANE DO?

SUE, PUT THE BOOK

- ON THE CHAIR.
- ON THE TABLE.
- BY THE BOX.
- UNDER THE CHAIR.

WHERE'S THE BOOK NOW?

IT'S

- ON THE CHAIR
- ON THE TABLE.
- BY.

WHERE WAS THE BOOK BEFORE?

IT WAS IN JANE'S HAND.

Model if necessary.

JOE, PUT THE PENCIL UNDER YOUR CHAIR.
WHAT DID JOE DO?

HE PUT THE PENCIL UNDER HIS CHAIR.

WHERE'S THE PENCIL NOW?

IT'S UNDER [JOE'S / HIS] CHAIR.

WHERE WAS THE PENCIL BEFORE?

IT WAS IN JOE'S HAND.

Repeat the activity until all the objects have been talked about.

3. Free Dialog. Gather up the objects which the children have been holding and put them in a box. One at a time invite each child to come up and pick an object from the box. Initiate a conversation when you ask the questions, but let the children ask the questions as soon as they can take the initiative.

WHERE'S THE ORANGE NOW, JOE?

Tom: IT'S IN JANE'S HAND.

WHERE WAS THE ORANGE BEFORE?

Tom: IT WAS IN THE BOX.

MARY, ASK ME WHERE THE ORANGE IS NOW?

Mary: WHERE'S THE ORANGE NOW?

Model the question if necessary.

IT'S IN JANE'S HAND.

JOHN ASK ME WHERE THE ORANGE WAS BEFORE.

John: WHERE WAS THE ORANGE BEFORE?

IT WAS IN JANE'S HAND.

ETC.

C. Pronunciation

1. Model: (3). Echo: ◯ (o), ◯ .

I SEE HIM.

I SEE HIM. [ay siy im]

I SEE HER.

I SEE HER. [ay siy er]

2. Free Dialog. Play "Who sees _____?" in the following manner: Have the children close their eyes as you place the puppets and the toy dog and cat in not-too-obvious but visible places around the room. Give names to the puppets and the dog and the cat beforehand. Model the procedure once or twice.

You might want to hide the objects before the children come in.

WHO SEES SUE?

I SEE HIM.
(Walk over and point to him.)

WHO SEES A BOY PUPPET?

The first child to see him says:

I SEE HIM. (Gets up and points to him.)

WHO SEES A GIRL PUPPET?

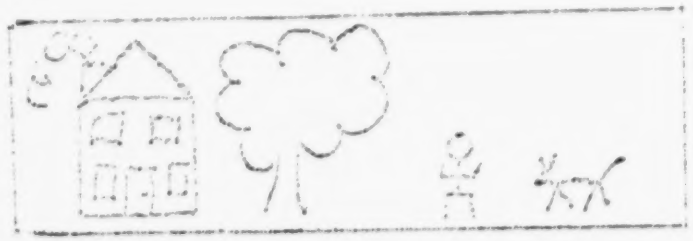
I SEE HER.

ETC.

As the children close their eyes again, change the location of the objects and repeat the procedure.

Test:

Gather the children around a flannel board on which you have placed the figures of a house, a tree, a dog, and a man. The tree should be next to the house and the dog next to the man. As the children watch you, move one of the objects, e.g., the tree, so that it will be next to the man, or the dog so that it will be next to the tree.



Ask:

WHAT DID I DO?

YOU PUT THE TREE BY THE MAN.

WHERE'S THE MAN NOW?

HE'S BY THE TREE.

WHERE WAS THE MAN BEFORE?

HE WAS BY THE DOG.

Choose a child to ask the questions and another to move the flannel board figures.

1st L: (Moves a figure.)

2nd L: WHAT DID JANE DO?

Likely Errors:

a. Where's the book? →*Where the book?

b. It was on the table. →*It's on the table. (In response to: "Where was the book?")

c. The retention of the [ə] of "him" and "her" when these words are non-sentence initial and are weak stressed.

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions about the future place of persons and things, like the following:

Tom, where will Joe be?
Tom, where will the ball be?

2. The learner will be able to answer such questions with responses like the following:

He'll be in the blue box.
It'll be in the blue box.

3. The learner will be able to pronounce [ʒ], as in "treasure."

B. Test: See pages 6 and 7.

II. MATERIALS

A. A red cardboard box and a blue cardboard box large enough for a child to crawl into, either through an open side or a door that has been cut in one side.

B. A flannel board, and cutouts of an orange, a tree, and a man

C. A doll, a toy truck, a toy dog, and a toy cat

D. A small box made to look like a treasure chest. For example, an ordinary box sprayed gold.

E. Objects such as rings, bracelets, and coins for the treasure chest.

Lesson 105

Teaching Points

a. Where questions with "will be."

b. "Will" before the subject and "be" after the subject in where questions.

c. Responses to where questions with "will be."

d. The voiced palatal fricative [ʒ].

III. PROCEDURE

A. Review

Free Dialog. The entire class responds to your questions. Continue with the flannel board used in yesterday's Test. This time the board will contain a man, a tree, and a small orange. Place the orange in the tree and ask:

WHERE'S THE ORANGE?

IT'S ON THE TREE.

Move the orange to the man's hand.
WHAT DID I DO?

YOU PUT THE ORANGE IN THE MAN'S HAND.

WHERE'S THE ORANGE NOW?

IT'S IN THE MAN'S HAND.

WHERE WAS THE ORANGE BEFORE?

IT WAS ON THE TREE.

Now let as many children as possible take turns moving the flannel objects and addressing questions to the others. Prompt, in order to get questions like the above, i.e.,

WHERE'S THE _____?
WHAT DID I DO?
WHERE'S THE ___NOW?
WHERE WAS THE ___BEFORE?

B. Presentation

1. Introduce the blue and red boxes to the children. Ask a child to go and sit inside the red one and another to sit inside the

blue one. Ask the others:
Free Dialog: ◯ .

WHERE'S JOE?

HE'S IN THE BLUE BOX.

WHERE'S JANE?

SHE'S IN THE RED BOX.

2. Free Dialog. Call Joe and Jane back to the group and choose two other children to sit in the boxes. This time, before each child goes to one of the boxes, ask:

WHERE WILL YOU GO, TOM?

Tom: I'LL GO IN THE [RED / BLUE] BOX.
(He goes.)

Model if necessary. Accept any correct response, such as, "I'll go get in ..." or "I'll get in ...," etc.

WHERE WILL YOU GO, MARY?

Mary: I'LL GO IN THE [RED / BLUE] BOX.
(She goes.)

Repeat, adding another question for the second question this time, e.g.,

WHERE WILL YOU GO, JACK?

Jack: I'LL GO IN THE RED BOX.

WHERE WILL YOU GO, JEAN?

Jean: I'LL GO IN THE BLUE BOX.

MARY, WHERE WILL JEAN BE?

Mary: SHE'LL BE IN THE BLUE BOX.

Model if necessary.

TOM, WHERE WILL JACK BE?

Tom: HE'LL BE IN THE RED BOX.

If possible, give every child a chance to sit in one of the boxes and follow the above sequence of questioning. Let the children take turns asking the questions.

3. Free Dialog. Place the toy dog in one box and the toy cat in the other. Ask:

WHERE'S THE DOG, JOE?

IT'S IN THE [BLUE / RED] BOX.

WHERE'S THE CAT, JANE?

IT'S IN THE [BLUE / RED] BOX.

Accept "He's..." or "She's..." for "It's..." if the gender of the toy dog and cat have been established.

4. Free Dialog. Take the animals out of the boxes. Give the cat to one of the children telling him that he is to place it in one of the boxes.

WHERE WILL YOU PUT THE CAT, JOE?

I'LL PUT IT IN THE BLUE BOX.

WHERE WILL THE CAT BE?

IT'LL BE IN THE BLUE BOX.

Joe places the cat in the blue box.

5. Repeat step 4, giving different children a chance to place the doll and the truck, as well as the cat and dog in one of the boxes. Follow the same sequence of questioning. Give the children practice in asking the questions by prompting:

Joe: WHERE WILL YOU PUT THE CAT, TOM?

Tom: I'LL PUT IT IN THE RED BOX.

Joe: WHERE WILL THE CAT BE, JANE?

Jane: IT'LL BE IN THE RED BOX.

ETC.

Model if necessary.

C. Pronunciation

1. Pointing to the Treasure Chest:
Model: (3). Echo: ◯ (3).

A TREASURE CHEST

A TREASURE CHEST

[tré;;er] for "treasure."

THIS IS A TREASURE CHEST.

THIS IS A TREASURE CHEST.

2. Open the chest and pull out a bracelet. Hold it up and say:

I FOUND A BRACELET IN THE TREASURE CHEST.

One at a time, invite the children to come up, look in the chest and pull out an object. As he does so, he will say something like:

I FOUND A RING IN THE TREASURE CHEST.

If the child gives a short answer, i.e., "I found a ring," ask "Where did you find it?" to be answered, "In the treasure chest."

Test:

A monitor will ask:

Monitor: WHERE WILL YOU GO, JOE?

Joe: I'LL GO

- IN THE RED BOX.
- IN THE BLUE BOX.
- IN THE CLOSET.
- UNDER THE TABLE.
- ETC.

Monitor: TOM, WHERE WILL JOE BE?

Tom: HE'LL BE

- IN THE RED BOX.
- IN THE BLUE BOX.
- IN THE CLOSET.
- UNDER THE TABLE.
- ETC.

Give every child a chance to be monitor and to answer the questions if possible.

Likely Errors

a. Where will Joe be? ⟶ *Where Joe will be? ∿ *Where will be Joe?

b. Where will it be? ⟶ *Where will be it?

c. [ʒ] ⟶ *[ʃ] or *[s] or *[z] in "treasure."

Accept any correct response as in step 2 of the presentation.

Repeat step 1, placing objects--the dog, cat, truck, doll--and having the monitor ask:

Monitor: WHERE WILL YOU PUT THE [DOLL, TRUCK, CAT, DOG,] TOM?

Tom: I'LL PUT IT [IN THE RED BOX. IN THE BLUE BOX. UNDER THE CHAIR. UNDER THE TABLE. ETC.]

Monitor: MARY, WHERE WILL THE [DOLL TRUCK CAT DOG] BE?

Mary: IT'LL BE [IN THE RED BOX. IN THE BLUE BOX. UNDER THE CHAIR. UNDER THE TABLE. ETC.]

Give every child a chance to be monitor and to answer questions if possible.

Lesson 106

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

Where's the book?
Where was the book?
Where will the book be?

2. The learner will be able to respond to such questions, respectively, with answers like the following:

It's on the desk.
It was on the table.
It'll be by the window.

B. No test.

II. MATERIALS

A. A flannel board and flannel board cutouts: a house, a tree, a man, a dog, and an orange; those from lessons 104 and 105.

B. A large blue cardboard box and a large red cardboard box; those from lesson 105.

C. Classroom objects, such as, a book, a pencil, and an eraser. Have two of some of the classroom objects

III. PROCEDURES

Presentation

1. Put a book and a pencil on a chair beside you. Ask Joe:

Teaching Points

a. Where questions with forms of "be"

b. The present, past, and future forms of "be": "is" and "are," "was" and "were," and "will be."

c. The responses to such where questions.

JOE, WHERE ARE THE BOOK AND THE PENCIL?

Joe: THEY'RE ON THE CHAIR.

WHERE WILL YOU PUT THE BOOK AND THE PENCIL, JOE?

Joe:
I'LL PUT THEM ON THE TABLE.
ON THE TABLE.

JANE, WHERE WILL THE BOOK AND THE PENCIL BE?

Jane:
THEY'LL BE ON THE TABLE.
ON THE TABLE.

Joe then places them on the table.

JACK, WHERE ARE THE BOOK AND THE PENCIL?

Jack:
THEY'RE ON THE TABLE.
ON THE TABLE.

TOM, WHERE WERE THE BOOK AND THE PENCIL?

Tom:
THEY WERE ON THE CHAIR.
ON THE CHAIR.

2. Repeat step 1 with other objects, which may be two of a kind, so that you ask questions like, "Where are the erasers?" Encourage the pupils to ask the questions as soon as they are able.

3. Repeat steps 1 and 2 with different children. Encourage the pupils to use different places to put the objects, e.g., under the table, behind the chair, etc. Continue this activity until all the children have had a chance to ask and answer all the questions.

4. Now take the large cardboard boxes used in lesson 105 and place them about 10 feet apart in front of the class.

COME HERE, JOE.
WHERE WILL YOU GO?

Joe comes forward.

Joe: I'LL GO IN THE [RED / BLUE] BOX.

Accept any correct response.

JANE, WHERE WILL JOE BE?

Then he goes in the box.

Jane: HE'LL BE IN THE [RED / BLUE] BOX.

JANE, WHERE'S JOE NOW?

Jane: HE'S IN THE [RED / BLUE] BOX.

Repeat with Joe asking the questions. The pupil chosen to perform the action is the one who asks the questions in the next dialog. Continue in this fashion until all the pupils have had a chance to ask and answer the questions.

5. Seat the children so they can all see the flannel board on which you have placed the figures of a house, a tree, a man, a dog, and an orange. You might explain that the house and tree will remain stationary and only the man, dog, and orange will change positions. Have Jane, Tom, and Mary come to the flannel board.

COME HERE, JANE.
WHERE'S THE ORANGE?

Jane comes forward.

Jane: IT'S BY THE HOUSE.

Accept a response like: "By the house."

WHERE WILL YOU PUT THE ORANGE?

Jane: I'LL PUT IT BY THE DOG.

TOM, WHERE WILL THE
ORANGE BE?

Tom: IT'LL BE BY THE DOG.

Jane puts the orange by the dog.

MARY, WHERE WAS THE
ORANGE?

Mary: IT WAS BY THE HOUSE.

Now have Jane ask the questions of Tom, Mary, and a third pupil. Proceed in this fashion until all the pupils have had a chance to ask and answer the questions.

I. OBJECTIVES

A. Content

1. The learner will be able to say sentences like:

Jane will put the book on the table.

2. The learner will be able to answer where, what, and who questions about sentences like the above, for example:

Where will Jane put the book?
On the table.

What will Jane put on the table?
The book.

Who will put the book on the table?
Jane will.

3. New vocabulary: hammer, nail, tool box, table, put.

4. The learner will be able to pronounce [ʃ], as in "shoe" and "she."

B. Test: See page 6.

II. MATERIALS

A. A hammer, a book, a shoe, a nail, a pencil, a doll (girl), a tool box, an eraser, and a small blanket.

B. Cutouts; one of a circle, another of a square.

Teaching Points

a. Verbs like "put" which require a locative phrase after the direct object.

b. Where, what, and who questions about sentences containing verbs like "put," specifically, where about the locative phrase, what about the direct object, and who about the subject.

c. The future form of "put": "will put."

d. The voiceless palatal fricative [ʃ].

III. PROCEDURES

A. Review

Free Dialog. Put the book, pencil, eraser, circle, and square on the table in front of the pupils.

JOE, BRING THE BOOK TO ME.

JANE, WHAT DID JOE DO?

HE BROUGHT THE BOOK TO YOU.

Model the correct response if you have to.

JANE, TAKE THE BOOK TO TOM.

JOE, WHAT DID JANE DO?

SHE TOOK THE BOOK TO TOM.

TOM, BRING THE CIRCLE TO ME.

MARY, WHAT DID TOM DO?

HE BROUGHT THE CIRCLE TO YOU.

MARY, TAKE THE CIRCLE TO JANE.

TOM, WHAT DID MARY DO?

SHE TOOK THE CIRCLE TO JANE.

Continue on with the activity using many different objects and asking as many pupils as you have time for.

B. Presentation

1. Stand away from your table.
   Model: (2). Echo: ◯ (2), ⊙ .

   THAT'S A TABLE

   THAT'S A TABLE

   Point to the table.
   The children point to the table.

2. Model: (3)

   I'LL PUT THE
   HAMMER ON THE
   TABLE.

   Hold up the hammer for the pupils to see and then point to the table.

3. Free Dialog.

   JOE, WHERE WILL
   I PUT THE HAMMER?

   ON THE TABLE

   Model the response if necessary.

   TOM, WHAT WILL
   I PUT ON THE
   TABLE?

   THE HAMMER.

   Model the response if necessary.

   JANE, WHO'LL PUT
   THE HAMMER ON
   THE TABLE?

   YOU WILL.

   Model the response if necessary.

   Put the hammer on the table and say, "I did. I put the hammer on the table." Do not ask the children to repeat this after you.

4. Repeat steps 2 and 3 with a nail in a tool box.

5. Free Dialog. Put the hammer, nail, and tool box on a table. Choose one pupil to start off the dialog. Have him pick up the object he mentions.

1st L: I'LL PUT THE NAIL IN THE CUPBOARD. TOM WHERE WILL I PUT THE NAIL?

Give the pupils help by modeling the correct responses for them if it is necessary.

Tom: IN THE CUPBOARD.

1st L: MARY, WHAT WILL I PUT IN THE CUPBOARD?

Mary: THE NAIL.

1st L: JOE, WHO'LL PUT THE NAIL IN THE CUPBOARD?

Joe: YOU WILL.

Have the 1st learner put the nail in the cupboard.

Give every pupil a chance to pick up an object and ask his neighbors questions about it. Have him put the object where he says he is going to after the questions have been answered.

C. Pronunciation

1. Model: (2).

THIS IS SUE.

Hold up the doll.

THIS IS A SHOE.

Hold up the shoe.

SUE

SHOE

2. Point at random at either the girl or the shoe and have the class identify either by saying "Sue" or "shoe," whichever is appropriate.

3. Have the doll lying on the table covered with a blanket as if she were sleeping.
Model: (3). Echo: ◯ (3), ⊙.

SH-H-H-H-H-H.

SH-H-H-H-H-H.

SHE'S SLEEPING.

SHE'S TIRED.

SH-H-H-H-H-H.

SH-H-H-H-H-H.

SHE'S SLEEPING.

SHE'S TIRED.

Put your fingers to your lips to indicate to the class to be quiet.

Test:

Place all of the objects on the table in front of the pupils. Choose three pupils to stand by the table for you to questions. Ask the first:

WHO'LL PUT THE HAMMER
ON THE DESK?

Have him point to someone, such as, Joe, and say:

JOE'LL PUT THE HAMMER ON
THE DESK.

Point to all of the objects on the table as you ask the second pupil:

WHAT WILL JOE PUT ON
THE DESK?

Have the second pupil pick up the hammer as he answers:

THE HAMMER.

Hand the hammer to the third pupil as you ask him:

WHERE WILL JOE PUT THE
HAMMER?

Have him point to the desk as he answers:

ON THE DESK.

Have Joe put the hammer on the desk. Then let him take your place to question three new pupils in the same way.

Likely Errors

a. Jane will put the book on the table.—→*Jane will put the book.

b. Who will put the hammer on the desk?—→*Will who put the hammer on the desk?

c. What will Joe put on the desk?—→*What Joe will put on the desk?

d. Where will Joe put the hammer?—→*Where Joe put the hammer?

e. [ʃ]→*[s] or *[sy] in "she," "shoe," and "surely."

Lesson 108

I. OBJECTIVES

A. Content

1. The learner will be able to say a sentence like:

Joe took the pencil to the table.

2. The learner will be able to ask where, what, and who questions about sentences like the above, for example:

Where did Joe take the pencil?
To the table.

What did Joe take to the table?
The pencil.

Who will take the pencil to the table?
Joe will.

3. New vocabulary: saw, screw, file, screwdriver. (all nouns)

4. The learner will be able to pronounce [ʃ] and [ʒ], as in "she" and "treasure."

B. Test: See page 5.

II. MATERIALS

A. A hammer, a nail, a tool box, a screwdriver, a saw, a file, a screw, a book, a pencil, and an eraser

B. Flannel board and cutouts of a tree and a treasure chest

C. A girl hand puppet.

Teaching Points

a. Verbs like "take" and "put," which require a locative phrase after the direct object. (The use of "take" without a locative phrase such as "He took the diamond." is a different "take.")

b. Where, what, and who questions about sentences which contain the "take" above, specifically, where about the locative phrase, what about the direct object, and who about the subject.

c. Past form of "take": "took."

d. The voiceless palatal fricative [ʃ].

e. The voiced palatal fricative [ʒ].

III. PROCEDURES

A. Review. Place all the objects (except those named in the new vocabulary) on a table.

I'LL PUT THE BOOK ON THE TABLE.
JOE, WHERE WILL I PUT THE BOOK?

ON THE TABLE.

MARY, WHAT WILL I PUT
ON THE TABLE?

THE BOOK.

TOM, WHO WILL PUT THE
BOOK ON THE TABLE?

YOU WILL.

Hold up the book and point to the table.

Put the book on the table after the three questions and answers have been given. Have a pupil pick up an object and say where he is going to put it. Then have him ask three of his neighbors the <u>where</u>, <u>what</u>, and <u>who</u> questions about it. Model as many of the correct responses as you have to.

B. Presentation

1. Hold up a saw.
Model: (3).

I WILL PUT A SAW IN THE TOOL BOX.

Put the saw in the tool box after you model the sentence each time.

2. Model: (3). Echo: ◯(3), ◎.

I PUT THE SAW IN THE TOOL BOX.

Point to the saw in the tool box.

I PUT THE SAW IN THE TOOL BOX.

3. Repeat steps 1 and 2 with "file," "screw," and "screwdriver."

4. Free Dialog. Pick up the saw, walk and put it on the table, before you say the first sentence.

I TOOK THE SAW TO THE TABLE.
JOE, WHERE DID I TAKE THE SAW?

TO THE TABLE.

MARK, WHAT DID I TAKE TO THE TABLE?

THE SAW.

TOM, WHO TOOK THE SAW TO THE TABLE?

YOU DID.

Repeat with "file," "screw," and "screwdriver."

5. Repeat step 4 with pupils taking the objects somewhere and asking the questions.

6. Chain Dialog. Have a pupil pick up an object and take it somewhere. Then ask another pupil:

Place all of the objects on the table.

TOM, WHERE DID JOE TAKE THE SCREWDRIVER?

Tom: JOE TOOK THE SCREWDRIVER TO THE DESK.

Model the correct response if you have to.

Have Tom take Joe's place, and have Joe ask the question. Give everyone a turn. Suggest the use of <u>who</u> and <u>what</u> questions, as well as <u>where</u> questions, to different pupils.

C. Pronunciation

1. Hold a doll in your arms as if she were sleeping. Let some of the pupils take turns holding the doll.
Model: (3). Echo: ○(3), ☺.

SH-H-H-H-H.

SH-H-H-H-H.

SHE NEEDS YOUR HELP.

SHE NEEDS YOUR HELP.

Note that a [š] sound is produced when the [s] of "needs" precedes the [y] of "your."

PLEASE BE QUIET.

PLEASE BE QUIET.

2. Model: (3). Echo: ○(3), ☺.

A TREASURE

A TREASURE

Point to the treasure chest.

I SEE A TREASURE.

I SEE A TREASURE.

Point to the treasure chest.

3. As the puppet takes the treasure chest from the flannel board and hands it to you, repeat the following dialog. Have the children echo line by line.
Model: (3). Echo: ○(3), ☺.

SHE FOUND A TREASURE

SHE FOUND A TREASURE

UNDER A TREE.

UNDER A TREE.

SHE BROUGHT THE TREASURE

SHE BROUGHT THE TREASURE

OVER TO ME.

OVER TO ME.

NOW IT'S <u>MY</u> TREASURE!

NOW IT'S <u>MY</u> TREASURE!

Test:

Place all of the objects on the floor. Have one pupil hide his eyes while Joe takes an object such as a screwdriver, and puts it in one of three places you indicate beforehand. Ask the pupil:

WHERE DID JOE TAKE THE SCREWDRIVER?

See how soon he can guess correctly in three turns. The dialog may sound like this:

JOE TOOK THE SCREWDRIVER TO THE TABLE.

NO, HE DIDN'T.

JOE TOOK THE SCREWDRIVER TO THE CLOSET.

NO, HE DIDN'T.

JOE TOOK THE SCREWDRIVER TO THE CHAIR.

YES, HE DID.

When the pupil has guessed, let him take Joe's place for the next turn, and choose a new pupil to take his place.

Likely Errors

a. Joe took the book to the table. → *Joe take the book to the table. (Where past action is intended).

b. Who took the book to the table? → *Who did take the book to the table? ~ Who did took the book to the table?

c. What did Joe take to the table? → *What did Joe took to the table?

d. Where did Joe take the hammer? → *Where Joe take the hammer?

e. [ʃ] → *[s] ~ *[sy] ~ *[ʒ] in "she."

f. [ʒ] → *[z] ~ *[zy] ~ *[s] in "treasure."

I. OBJECTIVES

A. Content

1. The learner will be able to ask who and what questions like the following:

Who'll give Mary a bracelet?

Who'll Joe give a bracelet to?

What'll Joe give Mary?

2. The learner will be able to pronounce [sm], [sn], [sl], before vowels, as in "small," "snail," and "slow."

B. Test: See page 5.

II. MATERIALS

A. A bracelet, a toy airplane, a doll, a pencil, a crayon, a toy dog, a toy cat, an eraser, a book, a ring, a necklace, and a brush.

B. A picture of a snail.

Teaching Points

a. Sentences with verbs like "give," which take an indirect object.

b. Who and what questions about sentences containing verbs like "give," specifically, what questions about the direct object, who questions about the subject or about the indirect object.

c. Future form of "give": "will give."

d. Certain consonant clusters beginning with the voiceless alveolar fricative [s]: [sm], [sn], and [sl].

e. Contracting "who will" to "who'll" [huwl].

III. PROCEDURE

A. Review

Free Dialog. Give each pupil an object.

JOE, TAKE YOUR PENCIL TO THE TABLE.

Joe takes his pencil to the table, then returns.

JANE, WHAT DID JOE DO?

Jane: HE TOOK HIS PENCIL TO THE TABLE.

Continue until all the pupils have taken their objects to the table. Address the question to a different pupil each time. Have the pupils ask the questions after you have given the model to several pupils.

B. Presentation

1. Free Dialog. Point to the objects on the table. Model the responses if necessary.

JANE, WHAT DO YOU WANT?

Jane: THE DOLL.

WHO'LL GIVE JANE THE DOLL?

Joe: I WILL.

WHAT'LL JOE GIVE JANE?

Tom: THE DOLL.

WHO'LL JOE GIVE THE DOLL TO?

Mary: JANE.

JOE, GIVE THIS TO JANE.

Hand the doll to Joe.

2. Repeat step 1 with a different pupil and a different object, say Tom and an airplane. Have the class echo the following parts of the dialog as they occur in the dialog:

WHO'LL GIVE TOM THE AIRPLANE?

○ : WHO'LL GIVE TOM THE AIRPLANE?

WHAT'LL JANE GIVE TOM?

○ : WHAT'LL JANE GIVE TOM?

WHO'LL JANE GIVE THE AIRPLANE TO?

○ : WHO'LL JANE GIVE THE AIRPLANE TO?

3. Repeat step 1 with different pupils and objects. Let every pupil have a turn playing the teacher's part.

C. Pronunciation

1. Model: (2).

LITTLE SNAIL, LITTLE SNAIL,
SO SMALL AND SLOW,
WHERE, OH WHERE,
DO YOU WANT TO GO?

Show the picture of the snail.

2. Free Dialog:

WHAT'S THIS?

A SNAIL.

Point to the picture of the snail. Provide the answer if necessary.

3. Echo: ◌ (3), ⊙ .

SNAIL.

SNAIL.

4. Model: (2). Echo: ◌ (3), ⊙ .

THE SNAIL IS SMALL.

THE SNAIL IS SMALL.

5. Model: (2). Echo: ◌ (3), ⊙ .

THE SNAIL IS SMALL
AND SLOW.

THE SNAIL IS SMALL
AND SLOW.

Have a pupil demonstrate how slowly a snail moves.

6. Echo: ◌ (2).

LITTLE SNAIL, LITTLE
SNAIL,

LITTLE SNAIL, LITTLE
SNAIL,

SO SMALL AND SLOW,

SO SMALL AND SLOW,

WHERE, OH WHERE,

WHERE, OH WHERE,

DO YOU WANT TO GO?

DO YOU WANT TO GO?

7. Free Dialog. Have each pupil pretend to be a small, slow snail.

◌ : LITTLE SNAIL, LITTLE SNAIL,
SO SMALL AND SLOW,
WHERE, OH WHERE,
DO YOU WANT TO GO?

⊙ : I WANT TO GO TO ____.

Test:

Have pairs of pupils, one pair at a time, sit at a table in front of the group. Have one of the two pupils at the table hold an object as if he is about to give it to the other pupil. Let each pupil in the group ask you or another pupil one or more of the three questions about the pair of pupils, e.g.,

1st L: WHO'LL GIVE MARY A BRACELET?

2nd L: JOE WILL.

1st L: WHAT'LL JOE GIVE MARY?

3rd L: A BRACELET.

1st L: WHO'LL JOE GIVE A BRACELET TO?

4th L: MARY.

Likely Errors

a. Who'll give Mary the bracelet? ⌒ Who'll give the bracelet to Mary? —→ *Who will give to Mary the bracelet? ⌒ *Who will give the bracelet Mary?

b. Who will Joe give a bracelet to? —→ *Who Joe will give a bracelet to?

c. What will Joe give (to) Mary? —→ *What Joe will give (to) Mary?

d. [s] —→ *[əs] before [m], [n] or [l].

e. "Who will"...need not be contracted, but the contracted form is normally expected in informal speech.

I. OBJECTIVES

Content

1. The learner will be able to ask questions like the following:

   a. Who [will give / gave] [Tom a car? / a car to Tom?]

   b. Who [will / did] Joe give a car to?

   c. What [will / did] Tom give Joe?

2. The learner will be able to respond to such questions with the appropriate short responses, for example:

   a. Jane [will. / did.]

   b. (To) Tom.

   c. A car.

II. MATERIALS

A sack to contain a car, a bell, a ball, an airplane, a dog, a pencil, a cat, a yo-yo, a boat, an eraser, a doll, and a whistle.

Teaching Points

a. Who and what questions about sentences containing verbs like "give," specifically, what questions about the direct object, and who questions about the subject or about the indirect object.

b. Short responses to such questions.

c. Future form of "give": "will give."

d. Past forms of "give": "gave" in statements and who questions about the subject, and "did... give" in what questions about the direct object and in who questions about the indirect object.

e. Contracting "who will" to "who'll" [huwəl] and "what will" to "what'll" [(h)wʌtəl].

III. PROCEDURES

Presentation

1. Free Dialog. Have Tom carry the sack and pull out one object at a time and offer it to different pupils. Go through this activity twice, each time with a different set of pupils.

WHO WANTS A CAR?

Joe: I DO.

WHO'LL GIVE JOE A CAR?

Jane: TOM WILL.

WHO'LL TOM GIVE A CAR TO?

Mary: JOE.

WHAT WILL TOM GIVE JOE?

Peter: A CAR.

Tom gives Joe the car.

WHO GAVE JOE A CAR?
WHO GAVE A CAR TO JOE?

Jim: TOM DID.

WHO DID TOM GIVE A CAR TO?

Bob: (TO)JOE.

WHAT DID TOM GIVE JOE?

Alice: A CAR.

2. Repeat step 1, but have the pupils ask the questions and assign other pupils to carry the sack. Give all the pupils a chance to ask all the questions as well as to respond. Suggest the questions when necessary. Sample dialog:

1st L: WHO WANTS A RING?

Mary: I DO.

1st L: WHO'LL GIVE MARY A RING?

Jack: MARK WILL.

1st L: WHO'LL MARK GIVE A RING TO?

Jerry: (TO) MARY.

1st L: WHAT WILL MARK GIVE MARY?

Martha: A RING.

Mark gives Mary the ring.

1st L: WHO GAVE MARY A RING?

Tim: MARK DID.

1st L: WHO DID MARK GIVE A RING TO?

Paul: (TO) MARY.

1st L: WHAT DID MARK GIVE MARY?

Tony: A RING.

The sample dialog need not be imitated too closely. This activity can be made into a simple guessing game if the pupils are asked to close their eyes when the 1st learner asks, "Who wants a ring?" Tap a child on the shoulder to respond, "I do!"

3. Free Dialog. Have two pupils stand by the objects on the table and pantomime an exchange of objects: first indicating what they are about to do, then doing what was indicated — actions that will elicit dialog such as that below. Have two other pupils talk about what's going on. Have them ask as many different questions as they can and in any order they please. Give every pupil a chance to ask questions as well as respond.

1st L: WHO'LL GIVE MARY A DOLL?
2nd L: TOM WILL.

1st L: WHO'LL TOM GIVE A DOLL TO?
2nd L: (TO) MARY.

1st L: WHAT'LL TOM GIVE MARY?
2nd L: A DOLL.

Tom gives Mary the doll, and the 2nd learner asks the questions.

2nd L: WHO GAVE [A DOLL TO MARY? / MARY A DOLL?]

1st L: TOM DID.

2nd L: WHAT DID TOM GIVE MARY?
1st L: A DOLL.

Although short answers are given as examples, accept full answers if the pupils choose to use them.

Lesson 111

I. OBJECTIVES

A. Content

1. The learner will be able to ask which questions like the following:

I have a doll and a puppet.
Which one do you want?

I have a little blue airplane and a little yellow airplane.
Which airplane do you want?

2. New vocabulary: which

3. The learner will be able to pronounce [sp], [st], and [sk] before vowels as in "spin," "stand," and "sky."

B. Test: See page 6.

II. MATERIALS

A. Two paper sacks for each pupil.

B. A doll and a toy dog.

C. Pairs of crayons; no two in a pair alike.

D. Enough pairs of objects (some duplicates) so each pupil can have a pair. Some possible objects: a bracelet and a ring, a toy dog and a toy cat, a necklace and a ring, an airplane and a puppet, a doll and a toy chair, an orange and an apple, a banana and a bunch of grapes, a bell and a balloon, a book and a pencil, a big airplane and a little airplane, a blond doll and brunette doll, a red

Teaching Points

a. Which questions about the direct object.

b. Statements with compound direct objects connected by "and."

c. Consonant clusters beginning with the voiceless alveolar fricative [s] followed by one of the voiceless stops, [p], [t], or [k].

bracelet and a green bracelet, and a brown toy dog and a black toy dog.

III. PROCEDURE

A. Review

Free Dialog. Divide the class into pairs. Give one pupil in each pair an object. Have each pupil ask another pupil one of the questions about another pair:

WHO'LL GIVE MARY A RING?
WHAT'LL TOM GIVE JANE?
WHO'LL JIM GIVE A BOOK TO?

And his partner gives the appropriate response:

JOE WILL.
A BALL.
TO JANE.

B. Presentation

1. Put a doll and a toy dog on the table. Model with two puppets.
Model: (2). Echo ◯ (3).

1st P: I SEE A DOLL AND A DOG.

Have the puppet look at the objects.

I SEE A DOLL AND A DOG.

WHICH ONE DO YOU WANT?

Have the 1st puppet look at the 2nd puppet.

WHICH ONE DO YOU WANT?

2nd P: I WANT THE DOLL.

I WANT THE DOLL.

IT'S PRETTY.

IT'S PRETTY.

2. Model: (1). Echo: ◯ (2), ⊙.

WHICH

WHICH

3. Chain Dialog. Point to the doll and the toy dog.

WHICH ONE DO YOU WANT?

Joe: I WANT THE DOG. IT'S BROWN AND WHITE.

WHICH ONE DO YOU WANT?

Encourage descriptive statements.

Joe points to the doll and the toy dog.

Jane: I WANT THE DOLL. SHE HAS RED HAIR.

WHICH ONE DO YOU WANT?

Jane turns to her neighbor and points to the dog and the doll.

ETC.

4. Imitation. Put a green crayon and an orange crayon on the table. Model with two puppets.

1st Puppet: I SEE A GREEN CRAYON AND AN ORANGE CRAYON.

WHICH [CRAYON / ONE] DO YOU WANT?

Have the puppet look at the crayons. Have the 1st puppet look at the 2nd puppet.

2nd Puppet: I WANT THE ORANGE [ONE. / CRAYON.]

MAY I HAVE [THE ORANGE CRAYON? / IT?]

1st Puppet: YES, OF COURSE. HERE

1st Puppet hands over the orange crayon to 2nd Puppet.

Put small sacks, each with two crayons of different colors, on the table. Have each pupil, one at a time, select a sack, take out the crayons, and imitate the model dialog, e.g.

1st L: I HAVE A GREEN CRAYON AND A RED CRAYON.

WHICH [CRAYON / ONE] DO YOU WANT?

2ND L: I LIKE THE RED [CRAYON. / ONE.]

MAY I HAVE IT?

Or, Can I have it?"

1st L: YES, CERTAINLY. HERE.

1st L hands over the red crayon.

C. Pronunciation

1. Have a different pupil perform the actions (stand up, spin around twice, and stretch his arms up) each time you model.
Model: (2).

STAND UP,
SPIN AROUND, SPIN AROUND,
AND TOUCH THE SKY.

2. Echo: ◯ (3).

STAND UP,

STAND UP,

SPIN AROUND, SPIN
AROUND,

SPIN AROUND, SPIN AROUND,

AND TOUCH THE SKY.

AND TOUCH THE SKY.

3. Have each pupil, one at a time, say the verse to anyone he chooses. That person will perform the actions.

STAND UP,
SPIN AROUND, SPIN AROUND,
AND TOUCH THE SKY.

Test:

Chain Dialog. Put out the sacks which contain various sets of two objects. Have each pupil, one at a time, select a sack, take out the two objects, and begin the dialog. Model the dialog once with two pupils.

1st L: WHAT DO I HAVE?

2nd L: YOU HAVE A DOLL AND A PUPPET.

1st L: WHICH ONE DO YOU WANT?

2nd L: I WANT THE PUPPET. / IT THE PUPPET. HAS A BLUE HAT, MAY I HAVE IT?

1st L: YES, HERE. (Handing over the puppet.)

2nd L: WHAT DO I HAVE? (Turning to 3rd L and emptying his sack.)

3rd L: YOU HAVE A LITTLE BLUE AIRPLANE AND A LITTLE YELLOW AIRPLANE.

2nd L: WHICH AIRPLANE / ONE DO YOU WANT?

3rd L: I WANT THE BLUE ONE. THE BLUE ONE.

ETC.

Likely Errors

a. Which one do you like? ——> Which one you like?

b. I have a doll and a puppet. ——>*I have a doll and puppet.

c. [s] ——> * [es] before [p], [t], or [k] at the beginning of words, e.g., [staend] ——> * [estaend] for "stand."

Emphasize "yellow."

I. OBJECTIVES

A. Content

1. The learner will be able to use "the other" as an alternative to "one" as in:

One pencil is red. The other pencil is blue.

2. The learner will be able to ask which questions like the following:

Which one will Joe take?

3. The learner will be able to pronounce [spr], [str], [skr], and [spl] as in "spring," "strike," "scrub," and "splash."

B. Test: See page 7.

II. MATERIALS

A. The objects used in lesson 111.

B. Sets of two objects, identical except different in color. Four sets for demonstration use and one set for each pupil. Some sets may be duplicates of others. Here are some possible sets: a red and a green plastic fork, a yellow and a white plastic spoon, a pink and a blue plastic knife, a green and an orange balloon, a white and a yellow marble, a red and a blue crayon, a red and a blue pencil, a brown

Teaching Points

a. Use of "the other" as an alternative referent after "one" is mentioned.

b. Statements with "the other" as part of the subject and "is" as the main verb.

c. Which questions with verbs like "take."

d. Future form of "take": "will take."

e. Clusters of three consonants at the beginning of words, first consonant being the voiceless alveolar fricative [s], the second a voiceless stop, and the third the retroflex [r] or the lateral [l].

and a purple whistle, a pink and white eraser, a blue and a red toy airplane, a white and a brown toy dog, a black and an orange toy cat

C. Paper sacks, one for each set of two objects

D. A picture of a rainy spring day

III. PROCEDURE

A. Review

Free Dialog. Put the objects from lesson 111 in a box. Select a blue crayon and a red crayon. Hold them up.

WHICH CRAYON DO YOU WANT?

1st L: I WANT THE [BLUE / RED] ONE.

Select a doll and a puppet. Hold them up.

WHICH ONE DO YOU WANT?

2nd L: I WANT THE [PUPPET. / DOLL.]

Have each pupil select two objects from the box and ask another pupil a question like those above.

B. Presentation

1. Put a red pencil and a blue pencil on the table.
Model: (2).

THERE ARE TWO PENCILS ON THE TABLE. — Point to the pencils.
ONE PENCIL IS RED. — Point to the red pencil.
THE OTHER PENCIL IS BLUE. — Point to the blue pencil.

2. Model: (1). Echo: ◯ (3).

THERE ARE TWO PENCILS ON THE TABLE.

THERE ARE TWO PENCILS ON THE TABLE.

ONE PENCIL IS RED.

ONE PENCIL IS RED.

THE OTHER PENCIL IS BLUE.

THE OTHER PENCIL IS BLUE.

3. Put a blue crayon and a red crayon on the table.
Model: (1). Echo: ◯ (3), ⊙ .

ONE CRAYON IS BLUE.

ONE CRAYON IS BLUE.

THE OTHER CRAYON IS RED.

THE OTHER CRAYON IS RED.

Pick up the blue crayon.

Pick up the red crayon.

4. Model: (3). Echo: ◯ (3), ⊙ .

OTHER

OTHER

Insist on the correct pronunciation of [ð] in "other."

5. Imitation:

THERE ARE TWO CRAYONS ON THE TABLE.
ONE CRAYON IS RED.
WHAT COLOR IS THE OTHER CRAYON?

THE OTHER CRAYON IS BLUE.

Accept "Blue." Encourage the full answer, but do not demand it. You may get "The other one is blue," which is perfectly acceptable.

Repeat with an orange balloon and a green balloon.

Put a different set of two objects on the table, one set at a time, for each pair of pupils.

1st L: THERE ARE TWO MARBLES ON THE TABLE.
ONE MARBLE IS WHITE.
WHAT COLOR IS THE OTHER MARBLE?

2nd L: THE OTHER MARBLE IS YELLOW. Or simply, "Yellow."

6. Free Dialog. Put each set of objects in a paper sack. Look in the sack with the erasers.

THERE ARE TWO ERASERS.
ONE ERASER IS WHITE.
THE OTHER ERASER IS PINK.

WHICH [ONE / ERASER] WILL JOE TAKE?

Jane: HE'LL TAKE THE PINK [ERASER. / ONE.]

Have Joe reach in the sack without looking and take an eraser out.

DID JOE TAKE THE PINK ONE?

Tom: [YES, HE DID. / NO, HE DIDN'T. HE TOOK THE WHITE ONE.]

Accept "No, he didn't. He took the other one."

Repeat with pupils asking the questions. You will give the three introductory statements.

C. Pronunciation

1. Model: (2).

THE SPRING RAIN SCRUBS THE SKY,
AND STRIKES THE GROUND.
SPLISH, SPLASH; SPLISH, SPLASH.

2. Echo: ◯ (3).

THE SPRING RAIN SCRUBS THE SKY.

THE SPRING RAIN SCRUBS THE SKY.

3. Echo: ◯ (3), ⊙ .

SCRUBS

SCRUBS

4. Echo: ◯ (3).

AND STRIKES THE GROUND

AND STRIKES THE GROUND

5. Echo: ◯ (3), ⊙ .

STRIKES

STRIKES

6. Echo: ◯ (3), ⊙ .

SPLISH, SPLASH;
SPLISH, SPLASH.

SPLISH, SPLASH;
SPLISH, SPLASH.

7. Say the whole rhyme and encourage the pupils to join you.

8. Free Dialog. Each pupil.

WHAT DOES THE SPRING RAIN DO?

IT

SCRUBS THE SKY.
STRIKES THE GROUND.
SPLISHES AND SPLASHES.

Test:

Have each pupil, one at a time, choose a paper sack containing a set of objects and look in it. You will have to demonstrate the activity with a puppet at first.

WHAT'S IN THIS SACK?

e.g.
1st L: THERE ARE TWO WHISTLES. ONE WHISTLE IS BROWN. THE OTHER WHISTLE IS PURPLE.

Have the pupil take the sack and go over to a pupil, say Tom, and ask another pupil:

MARY, WHICH ONE WILL TOM TAKE?

Mary: (Guessing)
HE'LL TAKE THE PURPLE ONE.

Have Tom reach in the sack without looking and take a whistle out.

(Asking a different pupil)

DID TOM TAKE THE PURPLE WHISTLE?

3rd L:

YES, HE DID.
NO, HE DIDN'T. HE TOOK THE BROWN ONE.

Repeat the activity with different pupils.

Likely Errors

a. The other pencil is blue.
——>*The other pencil are blue.

b. [s]——> *[es] before [pr], [tr], [kr], or [pl] at the beginning of words.

Accept "No, he didn't. He took the other one."

Lesson 113

I. OBJECTIVES

A. Content

1. The learner will be able to ask <u>which</u> questions like the following:

Which one do you want?
Which crayon does he want?
Which one will Joe take?

2. The learner will be able to answer these questions with sentences like:

I want the pencil.
He wants the red one.
He'll take the blue one.

B. No Test.

II. MATERIALS

A. Cutouts for the flannel board. Some of the following: a chicken, a turkey, a horse, a pig, a goat, a white rabbit, a brown rabbit, a black cow, a white cow, a brown duck, and a yellow duck

B. Enough pencils and pens so each child can have one of either of them and enough crayons so each child can have one.

III. PROCEDURES

1. Free Dialog. Hold up a pen and a pencil so the children can see them. Ask a pupil the following questions. The dialog may sound as indicated below.

<u>Teaching Points</u>

a. <u>Which</u> questions about the object of the verb.

b. Responses to such questions.

c. Present, past, and future forms of verbs in questions and statements.

JOE, I HAVE A PEN AND A PENCIL.
WHICH ONE DO YOU WANT?

Hold up the pen and pencil for him to see.

I WANT THE PENCIL?

Give him the pencil and then point to his neighbor, Tom.

WHICH ONE DOES TOM WANT?

HE WANTS THE PENCIL.

Hold up a pen and pencil for Tom to see.

TOM, WHICH ONE DO YOU WANT?

I WANT THE PENCIL.

Give Tom the pencil and then point to his neighbor, Mary.

WHICH ONE DOES MARY WANT?

SHE WANTS THE PEN.

MARY, WHICH ONE DO YOU WANT?

Hold up the pen and pencil for Mary to see.

I WANT THE PEN.

ETC.

2. Free Dialog. Repeat step 1, only this time ask the questions about different colored crayons.

JOE, I HAVE A GREEN CRAYON AND A BROWN ONE.

Hold up a green and a brown crayon for Joe to see.

WHICH [CRAYON / ONE] DO YOU WANT?

I WANT THE GREEN ONE.

Give Joe the green crayon and then point to his neighbor, Tom.

WHICH [CRAYON / ONE] DOES TOM WANT?

HE WANTS THE BROWN ONE.

TOM, WHICH [CRAYON / ONE] DO YOU WANT?

Hold up two crayons for Tom to see.

I WANT THE BROWN ONE.

ETC.

3. Free Dialog. Collect the pens and pencils. Then, as you walk around the group, give two crayons to each pupil and question his neighbor about them. The dialog may sound like this.

JOE HAS TWO CRAYONS.
ONE CRAYON IS YELLOW.
THE OTHER CRAYON IS
RED.
TOM, WHICH ONE WILL JOE
TAKE?

HE'LL TAKE THE RED ONE.

Have Joe take one of the crayons.
DID JOE TAKE THE RED
CRAYON?

YES, HE DID.
NO, HE DIDN'T.
HE TOOK THE YELLOW ONE.

TOM HAS TWO CRAYONS.
ONE CRAYON IS BLUE.
THE OTHER CRAYON IS
BROWN.

MARY, WHICH ONE WILL
TOM TAKE?

HE'LL TAKE THE BROWN
ONE.

Have Tom take one of the crayons.
DID TOM TAKE THE BROWN
CRAYON?

NO, HE DIDNT. HE TOOK
THE BLUE ONE.
YES, HE DID.

4. Have all of the flannel board animal cutouts arranged on the flannel board in a farm scene. Take down two animals, such as, a cow and a horse, to initiate the dialog, and carry it on through the entire group. It may sound like this:

JOE, I HAVE A COW AND
A HORSE.
WHICH ONE DO YOU WANT?

I WANT THE HORSE.

Give Joe the horse and take down the goat.
I HAVE A COW AND A GOAT.
JOE, WHICH ANIMAL DOES
TOM WANT?

HE WANTS THE COW.

TOM, WHICH ONE DO YOU
WANT?

I WANT THE COW.

Give Tom the cow and take down the pig.
I HAVE A GOAT AND A PIG.
TOM, WHICH ANIMAL DOES
MARY WANT?

SHE WANTS THE GOAT.

Model the guess for Tom if you have to.

MARY, WHICH ONE DO YOU
WANT?

I WANT THE PIG.

Turn to Tom again and say:
MARY DOESN'T WANT THE
GOAT.
SHE WANTS THE PIG.

Give Mary the pig and continue on with this exercise until all of the pupils have answered the questions and have the cutout of an animal.

5. Repeat the activity, but this time have several of the children ask the questions, imitating the dialog in step 4 but not repeating it in exactly the same way.

6. Free Dialog. Gather up the cutouts and plac all of them on the table. Pick up two of them.

I HAVE TWO DOGS.
ONE DOG IS BIG.
THE OTHER DOG IS LITTLE.
TOM, WHICH ONE WILL JOE
TAKE?

HE'LL TAKE THE BIG ONE.

Have Joe take one.
DID JOE TAKE THE BIG DOG?

YES, HE DID.

Have Joe place his animal figure on the flannel board to begin remaking the farm scene. Pick up a duck.

I HAVE A DUCK AND A DOG.
JANE, WHICH ONE WILL
TOM TAKE?

HE'LL TAKE THE DUCK.

Have Tom take one.
DID TOM TAKE THE DUCK?

NO, HE DIDN'T. HE
TOOK THE DOG.

Have Tom place his animal figure on the flannel board.
Pick up the other duck.

I HAVE TWO DUCKS
ONE DUCK IS BROWN.
THE OTHER DUCK IS YELLOW.
MARY, WHICH ONE WILL JANE
TAKE?

SHE'LL TAKE THE YELLOW
ONE.

Continue on as above until all of the pupils have responded and have placed an animal on the flannel board to make a farm scene. Help the pupils place their animals so that the farm scene is realistic.

7. Repeat the activity, but this time have several of the children ask the questions, imitating the dialog in step 6 but not repeating it in exactly the same way.

Lesson 114

I. OBJECTIVES

A. Content

1. The learner will be able to ask yes-no questions such as the following:

Is Joe going to comb his hair?
Is Jane going to brush her hair?

2. The learner will be able to respond to such questions with one of the short answers, e.g.,

Yes, he is.
No, she isn't.

3. New vocabulary: brush.

4. The learner will be able to pronunce [pr] , [tr] , and [kr] as in "pretty," "tree," and "crawling."

B. Test: See 5

II. MATERIALS

A. The sacks with sets of objects from lesson 113

B. A picture of a kitten going up a tree

C. Objects: an airplane, a crayon, a pencil, a paintbrush, a book, a comb, a jump rope, a ball, and a brush.

III. PROCEDURE

A. Review

1. Imitation. Select a sack. Take out the objects and place them on the table. Have two pupils model with the puppets.

Teaching Points

a. Yes-no questions with "is going to" as an alternative to "will"

b. Short responses to such questions.

c. "Is going to" with the proper name, "he," or "she" as the subject.

d. The retroflex [r] after the voiceless stops [p, t, k] and before vowels.

1st Puppet: WILL YOU TAKE THIS ONE?

The puppet points at one of the objects, say a paintbrush.

2nd Puppet: YES, I WILL.

The puppet takes the object.

Give the puppets to two pupils. The two pupils repeat the dialog. Continue with other pairs of pupils. Allow variations, such as, "Will you take that one?" "Yes, I'll take that one."

2. Imitation. Repeat step 1 but use different objects and call on different pupils to imitate the following dialog.

1st Puppet: DO YOU LIKE THIS ONE?

The puppet points to one of the objects.

2nd Puppet: NO, I DON'T LIKE ONE. I LIKE THE OTHER ONE.

The other puppet points to the other object.

B. Presentation

1. Model with the two puppets. Have Joe go to the door and put his hand on the knob.
Model: (1)

1st Puppet: IS JOE GOING TO OPEN THE DOOR?

2nd Puppet: YES, HE'S GOING TO OPEN THE DOOR.

Have Joe open the door.

2. Model: (3). Echo: (3), .

GOING TO.

GOING TO.

3. Have Jane go to the open door and put her hand on the knob.
Model: (2). Echo: ◯ (3), ⊙.

Have the first puppet model:
IS JANE GOING TO
CLOSE THE DOOR?

IS JANE GOING TO CLOSE THE DOOR?

Have the second puppet model:
YES, SHE'S GOING
TO CLOSE THE DOOR.

YES, SHE'S GOING TO CLOSE THE DOOR.

Jane closes the door.

4. Free Dialog. Open the door.

IS JANE GOING TO
OPEN THE DOOR?

1st L: NO, SHE'S GOING TO CLOSE THE DOOR.

WHAT DID JANE DO?

2nd L: SHE CLOSED THE DOOR.

Repeat with the door initially closed. Your first question: "Is Jack going to close the door?"

5. Free Dialog. Have Jane come up to the front and give her the hair brush. Tell her to pretend that she is going to brush her hair.

WHAT DOES JANE HAVE?

A BRUSH.

Note that many educated speakers of English pronounce "going to" as [gənə].

Emphasize "close."

Have Jane close the door.

WHAT'S SHE GOING
TO DO?

○: SHE'S GOING TO BRUSH HER HAIR.

Provide the answer if necessary.

Repeat with the other objects and pupils.

6. Chain Dialog. Distribute the objects. Point to the 1st learner:

IS HE GOING TO
PLAY BALL?

2nd L: NO, HE ISN'T. HE'S GOING TO PAINT. IS SHE GOING TO WRITE?

2nd L. points to someone else as she asks the 3rd L. the question, etc.

3rd L: YES, SHE IS. IS HE GOING TO COMB HIS HAIR?

ETC.

C. Pronunciation

1. Show the picture of a kitten going up a tree.
Model: (3). Echo: ○ (3), ⊙ .

THE PRETTY LITTLE
KITTEN IS CRAWL-
ING UP THE TREE.

THE LITTLE KITTEN IS CRAWLING UP THE TREE.

2. Let each pupil pretend he is a kitten crawling up a tree.

I'M A PRETTY LITTLE KITTEN.
I'M CRAWLING UP A TREE.

Test:

Put the objects on the table behind the flannel board. Have each pupil, one at a time, select an object out of view of the rest of the class. Have another pupil come up so he can see the pupil with an object behind the flannel board. Have him initiate a dialog like the one below. Model the dialog once, such as,

1st L: I SEE A BOY.
(Looking behind the flannel board)
WHAT'S HE GOING TO DO?

2nd L: IS HE GOING TO READ A BOOK?

1st L: (Have the pupil holding the object come into view of the class.)

YES, HE'S GOING TO READ A BOOK.

NO, HE ISN'T GOING TO READ A BOOK.
HE'S GOING TO DRAW A PICTURE.

Call on other pairs of pupils to repeat the procedure.

Likely Errors

a. Is he going to comb his hair?—→*Is going to comb his hair?

b. Is she going to comb her hair?—→*Is she going to combs her hair?

c. [p]—→* [pər] in "pretty."

d. [tr]—→ * [tər] in "train."

e. [kr]—→* [kər] in "crawling."

f. Retroflex [r]—→*Dental [ɹ] in "pretty," "crawling," and "tree."

I. OBJECTIVES

A. Content

1. The learner will be able to ask yes-no questions such as the following:

   Are you going to play ball?

   Am I going to play jacks with you?

2. The learner will be able to respond to such questions with one of the short answers, e.g.:

   No, I'm not.

   Yes, you are.

3. New vocabulary: dry, sweep, wash, iron

4. The learner will be able to pronounce [br] , [dr] , and [gr] as in "brown," "drop," and "ground."

B. Test: See page 5.

II. MATERIALS

A. An autumn picture showing leaves falling on the ground

B. Toy objects that will fit into a paper sack:

1. A dish towel and a cup

2. Soap and an apron

3. A broom and dustpan

4. An iron and a dress

Teaching Points

a. Yes-no questions with "am going to" or "are going to" as an alternative to "will."

b. Short answers to such questions.

c. "Are going to" with "you" as the subject.

d. "Am going to" with "I" as the subject.

e. The retroflex [r] after the voiced stops [b,d,g] before vowels.

One object or related pair of objects for each pupil

III. PROCEDURE

A. Presentation

1. Have Mary come up and hold the soap and apron so all can see them.
Echo: ◯ (2).

SHE'S GOING TO WASH THE APRON.

SHE'S GOING TO WASH THE APRON.

2. Free Dialog:

WHAT'S MARY GOING TO DO?
SHE'S GOING TO WASH THE APRON. Provide the answer if necessary.

3 Repeat steps 1 and 2 with different pupils getting ready to iron a dress, dry a cup and sweep the floor.

4. Have the 1st Puppet model:
Model: (1). Echo: ◯ (3), ⊙ .

ARE YOU GOING TO WASH YOUR SHIRT?

ARE YOU GOING TO WASH YOUR SHIRT?

Have the 2nd Puppet model:

NO, I'M NOT.

NO, I'M NOT.

I'M GOING TO <u>IRON</u> MY SHIRT. Emphasize "iron."

I'M GOING TO <u>IRON</u> MY SHIRT.

5. Free Dialog. Show the pupils the articles. Have the pupils turn their backs while one pupil gets ready to iron, wash, sweep, or wipe using these articles. Have each pupil guess what the child is going to do until someone guesses correctly. Have the child who is performing the action answer each question. For example:

Joe: ARE YOU GOING TO IRON?

Jane: NO, I'M NOT.

Tom: ARE YOU GOING TO WASH A DRESS?

Jane: YES, I AM.

Repeat until every pupil has had a turn to choose an activity and answer the guesses of others.

B. Pronunciation

1. Show the autumn picture. Point out that the leaves are yellow and brown.
Model: (2).

YELLOW AND BROWN,
YELLOW AND BROWN,
THE LEAVES DROP
ON THE GROUND.

2. Echo: ◯ (3), ⊙ .

YELLOW AND BROWN

YELLOW AND BROWN

Point to the yellow and brown leaves in the autumn picture.

3. Say the whole verse and encourage the children to join you.

4. Model (1). Echo: ◯(3),⊙ .

BROWN

DROP

GROUND

BROWN

DROP

GROUND

5. Free Dialog. Ask each pupil at least one question. Provide the responses the first time you ask the question.

WHAT COLOR ARE THE LEAVES?

YELLOW AND BROWN.

WHAT DO THE LEAVES DO?

THEY DROP ON THE GROUND.

6. Let any individuals who volunteer recite the whole verse.

Test:

Chain Dialog:

I'M GOING TO PLAY JUMP ROPE AT RECESS.
WHAT ARE YOU GOING TO PLAY?

1st L: I'M GOING TO PLAY BALL.
WHAT ARE YOU GOING TO PLAY?

2nd L: I'M GOING TO PLAY JACKS.
WHAT ARE YOU GOING TO PLAY?

ETC.

Likely Errors

a. Are you going to play ball? ⟶ *Is you going to play ball?

b. I'm going to play jacks with you. ⟶ *I are going to play jacks with you. ~ I going to play jacks with you.

c. [br] ⟶ *[r] in "brown."

d. [dr] ⟶ *[r] in "drop."

e. [gr] ⟶ *[r] in "ground."

f. retroflex [r] ⟶ *dental [r] in "brown," "drop," and "ground."

g. [br] ⟶ *[bər-]
[dr] ⟶ *[dər-]
[gr] ⟶ *[gər-]

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

What was Joe going to do?

2. The learner will be able to respond to such questions with statements like the following:

Joe was going to read a book, and he did.

Joe was going to sweep the floor, but he didn't.

3. New Vocabulary: shrub.

4. The learner will be able to pronounce [ʃr] and [θr] as in "shrub" and "three."

B. Test: See page 6.

II. MATERIALS

A. Paper sacks with objects to be used as props. Enough paper sacks so each pupil can have one. Some of the objects can be duplicates. Suggestions:

1. A dish towel and a cup
2. A dish towel and a glass
3. A toy iron and a dress

Teaching Points

a. What questions with "was. . . going to do."

b. Compound sentences with "was going to" + verb in the first clause followed by an abbreviated second clause with "did."

c. The conjunctions "and" and "but."

d. Association of "and" with an affirmative agreement or negative agreement between two clauses.

e. Association of "but" with an affirmative-negative contrast between two clauses.

f. The retroflex [r] after the palatal fricative [ʃ] or after the interdental [θ], and before a vowel.

4. A toy iron and a shirt
5. A toy iron and an apron
6. Soap and an apron
7. A toy broom and dust pan
8. A paint set with paint brush
9. A book
10. A carton of milk

B. Flannel board with the following cutouts: a house, a tree, 3 shrubs, and 3 flowers

III. PROCEDURE

A. Review

1. Free Dialog. Let each pupil select a closed sack with props inside. When the pupil is questioned have him open the sack, take out the props, and give an appropriate reply, for example:

WHAT ARE YOU GOING TO DO?

I'M GOING TO WIPE THIS CUP.

Have only half the children go through the motions with their props. The other half respond but do not do the intended motions. This is important to the Presentation. Have the pupils who used the props stand in front of the class with their props. They remain there through steps 1 through 3 in the Presentation.

B. Presentation

1. Use two puppets to model.
Model: (1).

1st P: WHAT WAS [JOE / JANE] GOING TO DO?

2nd P: [HE / SHE] WAS GOING TO IRON A SHIRT,
AND [HE / SHE] DID.

2. Model: (2). Echo: ◯ (4).

SHE WAS GOING TO IRON A SHIRT, AND SHE DID.

SHE WAS GOING TO IRON A SHIRT, AND SHE DID.

Ask about a pupil who "ironed" a shirt in the Review.

3. Free Dialog.

JACK, WHAT WAS JOE GOING TO DO?

Jack: JOE WAS GOING TO READ A BOOK, AND HE DID.

Ask about a pupil who "read" a book.
Provide the response if necessary.

Have pupils ask the questions. Continue until every pupil has had a chance to respond.

4. Use two puppets to model. Have the pupils who did not use their props stand in front of the class with their props. They remain there through step 6.
Model: (1).

1st P: WHAT WAS [TOM / MARY] GOING TO DO?

2nd P: HE WAS GOING TO DRINK SOME MILK, BUT HE DIDN'T.

Ask about the pupil who did not use the prop, though he said he was going to in the Review.

5. Model: (2). Echo: ○ (4).

HE WAS GOING TO DRINK SOME MILK, BUT HE DIDN'T.

HE WAS GOING TO DRINK SOME MILK, BUT HE DIDN'T.

6. Free Dialog:

WHAT WAS ANNA GOING TO DO?

ANNA WAS GOING TO PAINT A PICTURE, BUT SHE DIDN'T.

Ask about the pupil who did not "paint" a picture, but said she was going to.

Have pupils ask the question. Continue until every pupil has had a chance to respond.

C. Pronunciation

1. Put the cutouts of a house, the shrubs, the flowers, and a tree on the flannel board. Point to the house as you ask:

WHAT'S THIS?

○: A HOUSE. THAT'S A HOUSE.

WHAT'S THIS?

○: A TREE. THAT'S A TREE.

Pointing to the tree.

WHAT'RE THESE?

○: FLOWERS. THEY'RE FLOWERS.

Pointing to the flowers.

2. Step back and point to a shrub.
Model: (2). Echo: ◯ (3), ⊙ .

THAT'S A SHRUB.

THAT'S A SHRUB.

3. Now group the 3 shrubs together and repeat step 1 with:

THOSE ARE SHRUBS.

THOSE ARE SHRUBS.

4. Chain dialog. Have each pupil come up and arrange the cutouts on the flannel board. Tell the pupils to either move the shrub(s) by some other object or to put some other object by the shrub(s).

1st L: WHERE'S THE TREE?

2nd L: BY THE THREE SHRUBS.
THE TREE'S BY THE THREE SHRUBS.

WHERE ARE THE FLOWERS?

3rd L: BY THE THREE SHRUBS.
THEY'RE BY THE THREE SHRUBS.

WHERE ARE THE THREE SHRUBS?

ETC.

. Test:

Have the pupils stand in a circle with their props. Let each pupil ask another pupil about someone else. Model the dialog once. Sample dialog:

1st L: WHAT WAS JACK GOING TO DO?

2nd L: JACK WAS GOING TO SWEEP THE FLOOR, [AND HE DID. / BUT HE DIDN'T.]

Likely Errors

a. What was Joe going to do? —> *What's Joe going to do? (Where the action being asked about was intended to be done in the past.

b. Joe was going to wipe this cup but he didn't. —> *Joe was going to wipe this cup, and he didn't.

c. Joe was going to drink some pop, and he did. —> *Joe was going to drink some pop, and she did.

d. [ʃ r] —> *[sr] in "shrub."

e. [Or] —> *[ʧr] in "three."

Lesson 117

I. OBJECTIVES

Content

1. The learner will be able to use "was going to" in sentence types he is familiar with, for example:

   Who was going to draw a horse?

   Jane was going to draw a horse, [and she did. / but she didn't.]

2. The learner will be able to use "is", "are", or "am" with "going to" in sentence types he is familiar with, for example:

   What are you going to draw?

   I'm going to draw a cow.

   Is Jane going to draw a cow?

II. MATERIALS

A. Drawing paper, one sheet for each pupil

B. Crayons, several for each pupil

III. PROCEDURE

A. Presentation

1. Tell the pupils that they are going to draw pictures, "You are going to draw pictures. I'll give you some paper and crayons".

Teaching Points

a. "Was going to" + verb.

b. "Am", "are", or "is" with "going to" + verb.

c. Compound statements with an abbreviated second clause with "did".

Use only structures familiar to the pupils. Point to the paper and crayons.

2. Chain Dialog. Have the pupils pass the drawing paper as the chain dialog progresses.

WHAT ARE YOU GOING TO DRAW?

1st L: I'M GOING TO DRAW A COW.

The learner makes his own choice as to what he wants to draw. Hand the 1st L a piece of paper and move to the 2nd L.

JOE'S GOING TO DRAW A COW.

1st L: WHAT ARE YOU GOING TO DRAW?

2nd L: I'M GOING TO DRAW A HORSE.

Give the 2nd L paper.

JANE'S GOING TO DRAW A HORSE.

2nd L: WHAT ARE YOU GOING TO DRAW?

3rd L: I'M GOING TO DRAW AN AIRPLANE.

JACK'S GOING TO DRAW AN AIRPLANE.

ETC.

3. Free Dialog. Have every pupil answer a question in this Memory-Guessing-Game. Ask the question before you give each pupil crayons.

IS JANE GOING TO DRAW_____?

Vary the questions to elicit some positive responses and some negative responses (by changing the object of "draw").

YES, SHE'S GOING TO DRAW_____.

NO, SHE ISN'T. SHE'S GOING TO DRAW_____.

4. Have the pupils draw their pictures.

5. Use two puppets.
Model: (1).

1st Puppet: I WAS GOING TO DRAW A COW, AND I DID.
WHAT WERE YOU GOING TO DRAW?

2nd Puppet: I WAS GOING TO DRAW A HORSE, BUT I DIDN'T.

6. Free Dialog:

JOE, WHAT WERE YOU GOING TO DRAW?

Joe: I WAS GOING TO DRAW _____,

AND I DID.
BUT I DIDN'T.

This is a minimum answer. Encourage the pupil to tell about his picture. Have the pupil show his picture.

If the pupil says "but I didn't." ask:
JANE, WHAT DID JOE DRAW?

Emphasize "did".

Jane: | A / AN | _____.

Continue with pupils asking the questions.

7. Give each pupil a turn. Vary the question to cover the original intention of each pupil in the group. After a few questions by you, have some of the children ask the question.

WHO WAS GOING TO DRAW A HORSE?

Tom: I WAS GOING TO DRAW A HORSE,

AND I DID.
BUT I DIDN'T.

Most of the pupils will respnd with "...and I did". Don't demand "...but I didn't".

Lesson 118

I. OBJECTIVES

A. Content

1. 1. The learner will be able to ask what questions such as the following:

What does Joe want to do?

2. The learner will be able to respond to such questions with answers like:

He wants to open the door.

3. The learner will be able to pronounce [pr], [br], [tr], [dr], [kr], and [gr], in words like "prune," "brown," "train," "draw," "crayon," and "green."

B. Test: See page 6.

II. MATERIALS

A. A piece of paper and a pencil

B. A ball and jacks

C. Small objects in a sack: a whistle, a toy dog, a toy cat, a doll, etc.

D. A brown prune and a green crayon

E. Two hand puppets.

III. PROCEDURES

A. Review

1. Chain Dialog. | Have Joe come up and pick an object from a sack.

Teaching Points

a. What questions with "want" and a verbal complement using the pro-verb "do."

b. Responses with "want" and a verbal complement, e.g., "to draw," after it.

c. The retroflex [r] after all the stops: [p, t, k, b, d, g].

Joe: WHO WANTS A WHISTLE?

Jane: I DO. I WANT A DOG, TOO.
WHO WANTS A CAR?

Joe looks for the toy dog in the sack and gives the whistle and the dog to Jane.

Tom: I DO. I WANT A TRUCK, TOO.
WHO WANTS A PENCIL?

Jane gives Tom the car and the truck.

Mary: I DO. I WANT A DOLL, TOO.
WHO WANTS A CAT?

Tom gives the pencil and the doll to Mary.

Alice: I DO. I WANT A DOLL, TOO.

Mary gives Alice the cat and the doll.

B. Presentation

1. Hold up two hand puppets and pretend they are talking to each other. Have Jane go and stand by a closed door with her hand on the knob.
Model: (2).

1st Puppet: WHAT DOES JANE WANT TO DO?

2nd Puppet: SHE WANTS TO OPEN THE DOOR.

1st Puppet: JANE, ARE YOU GOING TO OPEN THE DOOR?

Jane: YES, I AM.

Cue for Jane to open the door.

2. Repeat step 1, but have Joe stand by the door so you can use "he" instead of "she."

3. Have Tom stand by the door.
Echo: ◯(3). ⊙.

WHAT DOES TOM WANT
TO DO?

WHAT DOES TOM WANT
TO DO?

HE WANTS TO OPEN
THE DOOR.

HE WANTS TO OPEN
THE DOOR.

TOM, ARE YOU GOING
TO OPEN THE DOOR?

TOM, ARE YOU GOING
TO OPEN THE DOOR?

YES.

Tom: YES, I AM.

Tom opens the door.

4. Have Jane stand by the door and have one half of class take one role and the other half the other role.

( ): WHAT DOES JANE WANT
TO DO?

( ): SHE WANTS TO OPEN
THE DOOR.

( ): JANE, ARE YOU GOING
TO OPEN THE DOOR?

Jane: YES, I AM.

5. Repeat step 4 with the roles reversed for the two halves of the class and have Joe stand by the door.

6. Free Dialog. Put a piece of paper and a pencil on the table and have Joe come up and stand by it. Have him pick up the pencil as you have another pupil ask you the following questions:

1st L: WHAT DOES JOE WANT TO DO?

HE WANTS TO DRAW A TRAIN.

1st L: JOE, ARE YOU GOING TO DRAW A TRAIN?

Joe: YES, I AM.
NO, I'M NOT.

You may have to help the pupil here.

If Joe always say "Yes, I am," cue a negative answer occasionally by shaking your head to Joe as the question is asked.

7. Repeat step 6 with two pupils taking the roles.

1st L: WHAT DOES JOE WANT TO DO?

2nd L: HE WANTS TO DRAW A TRAIN.

1st L: ARE YOU GOING TO DRAW A TRAIN.

Joe: YES, I AM.
NO, I'M NOT.

8. Repeat steps 6 and 7 with Jane playing jacks. Call on different pupils.

9. Give other pairs of pupils a chance to take part in the conversation as in step 7 with any of these three situations:

Joe wants to open the door.
Tom wants to draw a train.
Jane wants to play jacks

C. Pronunciation

1. Point to the brown prune on the table while you say:
Model (3). Echo: ◯ (3), ⊙.

THAT'S A BROWN PRUNE.

THAT'S A BROWN PRUNE.

2. Repeat step 1 by drawing a train with a green crayon on the chalkboard.

I'M DRAWING A TRAIN.

YOU'RE DRAWING A TRAIN.

THAT'S A GREEN CRAYON.

THAT'S A GREEN CRAYON.

Put the green crayon on the table and point to it.

3. Free Dialog. Have the children ask questions such as:

WHAT COLOR IS THE PRUNE?
IS THAT A BROWN PRUNE?
WHAT WAS MRS._____ DOING?
(SHE WAS DRAWING A TRAIN.)
WHAT COLOR IS THE CRAYON?
(GREEN.)
ETC.

And have others in the class answer the questions.

Test:

Have one pupil stand by the door, another stand by a desk with a piece of paper and a pencil on it, and another hold a ball and some jacks. Have two pupils come up and choose any one of the three subjects to talk about:

1st L: WHAT DOES JANE WANT TO DO?

2nd L: SHE WANTS TO PLAY JACKS.

1st L: JANE, ARE YOU GOING TO PLAY JACKS?

Jane: YES, I AM.
NO, I,M NOT.

Now reverse the roles and let the 2nd L choose the subject to talk about. Repeat with other pairs of pupils till all have participated.

Likely Errors

a. What does Joe want to do?
—> *What Joe want to do?
or *What Joe wants to do?

b. What does Jane want to do?
—> *What does Jane wants to do?

c. She wants to draw a train.
—> *He wants to draw a train. (In response to the question in b.)

d. [r] —> * [l] in "prune," "brown," "train," "draw," "green," and "crayon."

e. [b] —> * [p] in "brown."
[d] —> * [t] in "drawn."
[g] —> * [k] in "green."

I. OBJECTIVES

A. Content

1. The learner will be able to ask yes-no questions such as the following:

Do you want to play jacks with me?

2. The learner will be able to respond to such questions with expanded responses like the following:

No, thanks. I don't like to play jacks.
I like to play baseball.

3. New vocabulary: plum

4. The learner will be able to pronounce [pl] , [bl] , [kl] , and [gl] in words like "plum," "blue," "class," and "glass."

B. Test: See page 6.

II. MATERIALS

A. A ball and jacks, a baseball, and a piece of blue paper

B. Pictures of a plum, a class, and a glass

C. A boy puppet and a girl puppet

III. PROCEDURES

A. Review

1. Free Dialog. Have Mary stand by a closed window. Each half of the class will take one side of the conversation. Repeat with different children

Lesson 119

Teaching Points

a. Yes-no questions with "want" and a verbal complement after it.

b. Responses with "want" and a verbal complement after it.

c. The lateral [l] after the bilabial and velar stops: [pl] , [bl] , [kl] , and [gl] .

taking Mary's place. The children will have to echo the dialog the first time.

(1) : WHAT DOES MARY WANT TO DO?

(2) : SHE WANTS TO OPEN THE WINDOW.

(3) : MARY, ARE YOU GOING TO OPEN THE WINDOW?

Mary: YES, I AM.

Then Mary opens the window.

2. Repeat step 1, but reverse roles and have Tom go up by the open window. Repeat with different children taking Tom's place.

(1) : WHAT DOES TOM WANT TO DO?

(2) : HE WANTS TO CLOSE THE WINDOW.

(3) : TOM, ARE YOU GOING TO CLOSE THE WINDOW?

Tom: YES, I AM.

Then Tom closes the window.

B. Presentation

1. Take a boy puppet (on one hand) holding a baseball and a girl puppet (on the other) holding some jacks.
Model: (2).

Boy Puppet: WHAT ARE YOU DOING?

Girl Puppet: I'M PLAYING JACKS. DO YOU WANT TO PLAY WITH ME?

Boy Puppet: NO, THANKS. I DON'T LIKE TO PLAY JACKS. I LIKE TO PLAY BASEBALL.

2. Echo: ◯ (2), ⊙ .

WHAT ARE YOU DOING?	
	WHAT ARE YOU DOING?
I'M PLAYING JACKS.	
	I'M PLAYING JACKS.
DO YOU WANT TO PLAY WITH ME?	
	DO YOU WANT TO PLAY WITH ME?
NO, THANKS.	
	NO, THANKS
I DON'T LIKE TO PLAY JACKS.	
	I DON'T LIKE TO PLAY JACKS.
I LIKE TO PLAY BASEBALL.	
	I LIKE TO PLAY BASEBALL.

3. Divide the class into two parts, the boys on one side and the girls on the other.

Boys: WHAT ARE YOU DOING?

Girls: WE'RE PLAYING JACKS. DO YOU WANT TO PLAY WITH US?

Boys: NO, THANKS. WE DON'T LIKE TO PLAY JACKS. WE LIKE TO PLAY BASEBALL.

Note that many educatied English speakers pronounce "want to" as [wanə]. This is quite satisfactory in informal speech.

4. Repeat steps 1, 2, and 3 with the following dialog:

   Girl: WHAT ARE YOU DOING?

   Boy: WE'RE PLAYING BASEBALL. DO YOU WANT TO PLAY WITH US?

   Girl: NO, THANKS. WE DON'T LIKE TO PLAY BASEBALL. WE LIKE TO PLAY JACKS.

5. Imitation. Call on pairs of pupils, a boy and a girl for each pair, and have them imitate either the dialog of step 1 or the dialog of step 4.

C. Pronunciation

1. Hold up a picture of a plum.
   Model: (3).

   THIS IS A PLUM.

2. Repeat step 1 with a piece of blue paper.

   THIS PAPER IS BLUE.

3. Stand far from the two pictures.
   Echo: ◯(3), ⊙ .

   THAT'S A PLUM.

   THAT'S A PLUM.

   THAT PAPER IS BLUE.

   THAT PAPER IS BLUE.

4. Free Dialog.

   WHAT'S THAT?

   THAT'S A PLUM.

   IS THAT PAPER YELLOW?

   NO, IT ISN'T. IT'S BLUE.

5. Hold up a picture of a class in your left hand; a picture of a glass in your right hand. Model (3).

   CLASS.

   GLASS.

   Indicate you're talking about the class by moving the picture of the class or some similar gesture.

6. Recognition. Have the class point to the appropriate picture when you say its name.

   GLASS CLASS CLASS CLASS GLASS GLASS

7. Echo: ◯ (3), ⊙.

   CLASS - GLASS

   CLASS - GLASS

   GLASS - CLASS

   GLASS - CLASS

   GLASS - CLASS

   GLASS - CLASS

Test:

This is an extension of step 5 under Presentation. Have a boy and a girl come up each time to participate. Give the boy a baseball and the girl some jacks. Each pair of students should go through the conversation twice.

(i) Girl: WHAT ARE YOU DOING?

Boy: I'M PLAYING BASEBALL. DO YOU WANT TO PLAY WITH ME?

Girl: NO, THANKS. I DON'T LIKE TO PLAY BASEBALL. I LIKE TO PLAY JACKS.

(ii) Boy: WHAT ARE YOU DOING?

Girl: I'M PLAYING JACKS. DO YOU WANT TO PLAY WITH ME?

Boy: NO, THANKS. I DON'T LIKE TO PLAY JACKS. I LIKE TO PLAY BASEBALL.

Likely Errors

a. Do you want to play jacks with me? ⟶ *Do you want play jacks with me?

b. I don't like to play jacks. ⟶ *I don't like play jacks.

c. [pl] ⟶ * [pəl] in "plum."
[bl] ⟶ * [bəl] in "blue."
[kl] ⟶ * [kəl] in "class."
[gl] ⟶ * [gəl] in "glass."

d. [bl] ⟶ * [pl] in "blue."
[gl] ⟶ * [kl] in "glass."

Lesson 120

L. OBJECTIVES

A. Content

1. The learner will be able to ask <u>who</u> questions such as the following:

   Who wanted Tom to open the book?

   Who'll open the book?

2. The learner will be able to respond to such questions with answers like the following:

   Jane did.
   Tom will.

3. New vocabulary: elf (elves), Irv, scarf.

4. The learner will be able to pronounce consonant clusters of [f] or [v] after [l] or [r] at the end of words, as in: "elf," "elves," "scarf," and "Irv."

B. Test: See pages 5 and 6

II. MATERIALS

A. A book

B. A box

C. Two puppets

<u>Teaching Points</u>

a. <u>Who</u> questions about the subject of "want" followed by a direct object and a verbal complement.

b. Responses to such questions with "want" and followed by a direct object and a verbal complement.

c. <u>Who</u> questions about the direct object of "want" and the subject of the verbal complement, e.g., "Who'll open the book?" as a question based on "Jane wants Tom to open the book."

d. The short-answer responses to such <u>who</u> questions.

e. The labio-dental fricatives [f] and [v] after the lateral [l] and the retroflex [r].

III. PROCEDURES

A. Review

1. Free Dialog. Have Tom stand by the door with his hand on the knob.

TOM WANTS TO OPEN THE
THE DOOR.

(1): WHO'LL OPEN THE DOOR?

(2): TOM WILL.

Tom opens the door.

(1): WHAT DID TOM DO?
(2): HE OPENED THE DOOR.

Help the class by modeling this or cue by saying: "Ask who'll open the door."

Cue by saying "Ask what Tom did."

2. Have another pupil go and stand by the door. Reverse roles.

JANE WANTS TO CLOSE
THE DOOR.

(1): WHO'LL CLOSE THE DOOR?
(2): JANE WILL.

Cue if necessary.

Jane closes the door.

(1): WHAT DID JANE DO?
(2): SHE CLOSED THE DOOR.

Cue if necessary.

3. Repeat steps 1 and 2 with other children doing the actions.

B. Presentation

1. Use two puppets. Have Jane and Joe go and stand by the door. Have Jane point to the door while Joe puts his hand on the knob.
Model: (3).

1st Puppet: JANE WANTS JOE TO OPEN THE DOOR.

2nd Puppet: WHO WILL OPEN THE DOOR?

1st Puppet: JOE WILL.

Joe opens the door.

2. Continue using the puppets, the children repeating after them.
Echo: ◯(3), ⊙.

JANE WANT JOE TO OPEN THE DOOR.

JANE WANTS JOE TO OPEN THE DOOR.

WHO'LL OPEN THE DOOR.

WHO'LL OPEN THE DOOR?

JOE WILL.

JOE WILL.

3. Have Joe open the door. Be sure to complete the modeling before proceeding to the echo activity.
Model: (3). Echo: ◯(3). ⊙.

WHO OPENED THE DOOR?

WHO OPENED THE DOOR?

JOE DID.

JOE DID.

WHO WANTED JOE TO OPEN THE DOOR?

WHO WANTED JOE TO OPEN THE DOOR?

JANE DID.

JANE DID.

4. Free Dialog. Have Mary take Jane's role and Tom take Joe's role. Divide the class into two groups.

MARY WANTS TOM TO
OPEN THE DOOR.

◯: WHO'LL OPEN THE DOOR?
◯: TOM WILL.

Tom opens the door.

◯: WHO OPENED THE DOOR?
◯: TOM DID.
◯: WHO WANTED TOM TO OPEN THE DOOR?
◯: MARY DID.

Repeat with the roles of the two halves of the class reversed and two new pupils at the door. Continue till all the pupils of the class have performed one of the actions.

C. Pronunciation

1. Hold up a puppet. Have him dressed like an elf.
Model: (3).

THIS IS IRV. HE'S AN ELF.

2. Put the puppet down on the table.
Echo: ◯ (3), ⊙ .

THAT'S IRV. HE'S
AN ELF.

THAT'S IRV. HE'S AN ELF.

3. Put a scarf around the puppet.
Echo: ◯ (3), ⊙ .

IRV HAS A SCARF.

IRV HAS A SCARF.

4. Put the 2nd puppet down next to Irv.
Echo: ◯ (3), ⊙.

I SEE TWO ELVES.

I SEE TWO ELVES.

IRV HAS A SCARF.

IRV HAS A SCARF.

THE OTHER ELF HAS A SCARF, TOO.

THE OTHER ELF HAS A SCARF, TOO.

Test:

Have two pupils, Mary and Tom, come up to the front of the room. Give a book to Tom and have Mary gesture for him to open it. Have Jane and Joe come up and talk about what's going on between Mary and Tom:

Jane: MARY WANTS TOM TO OPEN THE BOOK.
Joe: WHO'LL OPEN THE BOOK?
Jane: TOM WILL.

Tom open the book.

Joe: WHO WANTED TOM TO OPEN THE BOOK?
Jane: MARY DID.

Have Jane and Joe change roles and have Tom close the book.

Joe: MARY WANTS TOM TO CLOSE THE BOOK.
Jane: WHO WILL CLOSE THE BOOK?
Joe: TOM WILL.

Likely Errors

a. Mary wants Tom to open the door. → *Mary wants to open the door. (Where Tom was expected to open the door.)

b. Mary wants Tom to open the door. → *Mary wants Tom to opens the door.

c. Mary wants Tom to open the door. → *Mary wants Tom open the door.

d. [lf] → *[lp] in "elf."

e. [lv] → *[lb] in "elves."

f. [rf] → *[rp] in "scarf."

g. [rv] → *[rb] in "Irv."

Tom closes the book.

Jane: WHO WANTED TOM TO CLOSE THE BOOK?
Joe: MARY DID.

Keep changing roles until all have had a chance to perform the action as well as converse about the action. Vary the action by using a box instead of a book.

Lesson 121

I. OBJECTIVES

A. Content

1. The learner will be able to make requests such as the following:

Joe, ask Jane to put the book on the table.

Tom, tell Mary to erase the chalkboard.

2. The learner will be able to understand the difference between "asked" and "told" and to respond appropriately.

Jane, will you please put the book on the table?

Mary, please erase the blackboard.

3. New vocabulary: bulb, help, curb, harp, lamp, wasp

4. The learner will be able to pronounce consonant clusters of [p] or [b] after [l] , [r] , [m] , or [s] at the end of words, as in: "help," "bulb," "harp," "curb," "lamp," and "wasp."

B. Test: See page 7.

II. MATERIALS

A. Pictures of a lamp with a bulb in it, of a girl holding a harp by a curb, and of a wasp

B. Two puppets

C. A book for each pupil

Teaching Points

a. Imperative statements with "ask" or "tell" followed by a direct object and a verbal complement.

b. Question corresponding to what is asked by imperative statements with "ask."

c. Imperative statements corresponding to what is being requested by imperative statements with "tell."

d. The bilabial stops [p] and [b] after the lateral [l] , or after the retroflex [r] ; [p] after the bilabial nasal [m] or after the alveolar sibilant [s] at the end of words or the consonant clusters [lp] , [lb] , [rp] , [rb] , [mp] , [sp] at the end of a word.

III. PROCEDURES

A. Review

1. Play the game "Simon Says." The children perform the actions.

Joe: SIMON SAYS, "PUT YOUR HANDS ON THE DESK." SIMON SAYS, "STAND UP." SIMON SAYS, "PUT YOUR HANDS ON YOUR HEAD."

Jane: SIMON SAYS, "SIT DOWN." ETC.

Make certain that the pupils make a break in rhythm after "says" to indicate the direct quote which follows.

B. Presentation

1. Use two hand puppets. Give Jane a book.
Model: (3).

1st Puppet: BOB, ASK JANE TO PUT THE BOOK ON THE TABLE.

2nd Puppet: JANE, WILL YOU PLEASE PUT THE BOOK ON THE TABLE?

Jane puts the book on the table.

2nd Puppet: THANK YOU.

2. Use the same puppets for the children to repeat after them.
Echo: ◡ (3), ⊙ .

JOE, ASK JANE TO PUT THE BOOK ON THE TABLE.

JOE, ASK JANE TO PUT THE BOOK ON THE TABLE.

JANE, WILL YOU PLEASE
PUT THE BOOK ON THE
TABLE?

JANE, WILL YOU PLEASE PUT THE
BOOK ON THE TABLE?

Jane puts the book
on the table.

THANK YOU.

THANK YOU.

3. Chain Dialog. Give each pupil a book.

TOM, ASK MARY TO PUT
HER BOOK ON THE TABLE.

Tom: MARY, WILL YOU PLEASE
PUT YOUR BOOK ON THE
TABLE?

Mary puts the book on
the table.

Tom: THANKS.
THANK YOU.

Mary: JANE, ASK JIM TO PUT
HIS BOOK ON THE TABLE.

Jane: JIM, WILL YOU PLEASE
PUT YOUR BOOK ON THE
TABLE?

Jim puts the book on the table.

Jane: THANKS.
THANK YOU.

Jim: JACK, ASK ALICE TO PUT
HER BOOK ON THE TABLE.

ETC.

4. Use the same two puppets from step 2. Alternate "open" and "close" in the model and echo activity.
Model: (2). Echo: ◯ (4), ⊙ .

1st P: TOM, TELL MARY
TO [OPEN / CLOSE] THE DOOR.

TOM, TELL MARY TO [OPEN / CLOSE] THE DOOR.

2nd P: MARY, PLEASE

[OPEN / CLOSE] THE DOOR.

MARY, PLEASE [OPEN / CLOSE] THE DOOR.

Mary opens the door.

2nd P: THANK YOU.

THANK YOU.

5. Chain Dialog.

TOM, TELL MARY TO
OPEN THE DOOR.

Tom: MARY, PLEASE OPEN THE DOOR.

Mary opens the door.

Tom: [THANKS. / THANK YOU.]

Mary: JANE, TELL JIM TO CLOSE THE DOOR.

Prompt for "close" if necessary.

Jane: JIM, PLEASE CLOSE THE DOOR.

Jim closes the door.

Jane: THANKS. / THANK YOU.

Jim: JACK, PLEASE TELL ALICE TO OPEN THE DOOR.

ETC.

C. Pronunciation

1. Show the picture of a lamp with a bulb in it.
Model: (3). Echo: ◯ (3), ◯ .

THE BULB IS IN THE LAMP.

THE BULB IS IN THE LAMP.

2. Free Dialog.

WHERE'S THE BULB?

1st L: IN THE LAMP.

WHAT'S IN THE LAMP?

2nd L: THE BULB.

Continue with pupils asking the questions.

3. Show the picture of the girl holding a harp and standing by a curb.
Model: (3). Echo: ◯ (3), ◯.

THE GIRL IS BY THE CURB.

THE GIRL IS BY THE CURB.

SHE'S HOLDING A HARP.

SHE'S HOLDING A HARP.

4. Free Dialog.

WHERE'S THE GIRL?

BY THE CURB.

WHAT IS SHE HOLDING?

A HARP.

Continue with pupils asking the questions.

5. Show the picture of a wasp.
Model: (3). Echo: ◯ (3), ◎ .

WHAT'S THIS?

WHAT'S THIS?

IT'S A WASP.

IT'S A WASP.

Test:

Chain Dialog. This is a chain dialog only in the sense that the pupil called upon to do something is the one to start the next dialog. Let each tell someone to ask or tell another pupil to do anything within their vocabulary range.

TOM, [ASK / TELL] MARY TO OPEN

THE WINDOW.

Tom: MARY, [WILL YOU PLEASE / PLEASE]

OPEN THE WINDOW [? / .]

Mary opens the window.

TOM: [THANKS. / THANK YOU.]

Mary: JOE, [ASK / TELL] JANE TO

ERASE THE BLACKBOARD.

Joe: JANE, [WILL YOU PLEASE / PLEASE]

ERASE THE BLACKBOARD [? / .]

Jane erases the blackboard.

Joe: [THANKS. / THANK YOU.]

ETC.

Likely Errors

a. Joe, ask Mary to open the window. ⟶ *Joe, ask Mary open the window. ~ *Joe, ask to Mary open the window.

b. Joe, tell Jane to open the door. ⟶ *Joe, tell to Jane to open the door. ~ *Joe, tell to Jane open the door. ~ *Joe, tell Jane open the door.

c. Please erase the blackboard. ⟶ *Please to erase the blackboard.

Will you please erase the blackboard? ⟶ *Will you please to erase the blackboard?

d. [r] ⟶ *[∅] (i.e., nothing) in "harp," and "curb."

e. [l] ⟶ *[∅] in "help," and "bulb."

[l] ⟶ * [w] in "help," and "bulb."

f. [p] ⟶ *[∅] in "lamp," and "wasp."

I. OBJECTIVES

A. Content

1. The learner will be able to ask who and what questions such as the following:

What did Joe teach Mary to do?
Who taught Mary to clap?
Who did Joe teach to clap?
What did Mary learn to do?
Who learned to clap?

2. The learner will be able to respond to such questions with answers like the following, respectively:

He taught her to clap.
Joe did.
Mary.
She learned to clap.
Mary did.

3. New vocabulary: learn, teach.

4. The learner will be able to pronounce [r ʃ], [rtʃ], and [ntʃ], as in "marshmallow," "march," and "lunch."

B. Test: See pages 7 and 8.

II. MATERIALS

A. A puppet

B. A picture showing various kinds of foods appropriate for lunch

C. A picture of some marshmallows

Teaching Points

a. What questions (with "do") about the verbal complement, e.g., "What did Joe teach Mary learn to do?", "What did Mary learn to do?"

b. Who questions about the subject of sentences with a complement, e.g., "Who taught Mary to clap?", "Who learned to clap?"

c. Who questions about the object of the main verb (and about the subject of the complement), e.g., "Who did Joe teach to clap?"

d. The responses to such what and who questions.

e. The voiceless palatal fricative [ʃ] after the retroflex [r].

f. The voiceless affricate [tʃ] after the retroflex [r] or after the alveolar nasal [n].

III. PROCEDURES

A. Review

- Free Dialog.

PLEASE COME HERE, JOE.
He comes.
CAN YOU JUMP?

Joe: YES, I CAN.
He jumps.

MARY, WHAT DID JOE DO?

Mary: HE JUMPED.

CAN YOU JUMP, MARY?

Mary: YES, I CAN.
She jumps.

TOM, WHAT DID MARY DO?

Tom: SHE JUMPED.

JOE, WHO JUMPED?

Joe: MARY DID.

Continue with similar questions.

B. Presentation

1. "Watch me, class. I'll teach you to jump on one foot." Jump on one foot a few times. Free Dialog. ◯ (2), ◯ (2), ◯ (2).

I'M JUMPING ON ONE FOOT.
WHAT DID I DO?

YOU JUMPED ON ONE FOOT.

JANE, JUMP ON ONE FOOT.

Jane jumps on one foot.

WHAT DID I TEACH
JANE TO DO?

YOU TAUGHT HER TO JUMP ON
ONE FOOT.

Provide the response if necessary.

2. Model: (3). Echo: ◯ (3).

YOU TAUGHT HER TO
JUMP ON ONE FOOT.

YOU TAUGHT HER TO JUMP ON
ONE FOOT.

3. Free Dialog:

MARY, I'LL TEACH YOU
TO HUM.
WHAT DID I DO?

YOU HUMMED.

Have Mary hum with you.

MARY, CAN YOU HUM?

YES, I CAN.
She hums.

WHAT DID I TEACH
MARY TO DO?

YOU TAUGHT HER TO HUM.

Provide the response if necessary.

WHO DID I TEACH TO
HUM?

MARY.

WHAT DID MARY LEARN
TO DO?

SHE LEARNED TO HUM.

Provide the response if necessary.

4. Model: (3). Echo: ◯ (3).

SHE LEARNED TO HUM.

SHE LEARNED TO HUM.

5. Free Dialog:

WHO TAUGHT MARY TO HUM?

YOU DID.

WHO LEARNED TO HUM?

MARY DID.

Repeat, asking different pupils to respond.

6. Chain Dialog. Give a puppet to one of the children.

THIS IS BOBO.
JOE, TELL BOBO YOU'LL TEACH HIM TO CLAP.

Joe: I'LL TEACH YOU TO CLAP.
He makes the puppet clap.

JANE, WHAT DID JOE TEACH BOBO TO DO?

Jane: HE TAUGHT HIM TO CLAP.
WHAT DID JOE TEACH BOBO TO DO?

Tom: HE TAUGHT HIM TO CLAP.
WHAT DID JOE TEACH BOBO TO DO?

ETC.

7. Chain Dialog. Give the puppet to another child and have him teach Bobo something else.

Tony: I'LL TEACH YOU TO JUMP.
He does.

WHO TAUGHT BOBO TO JUMP?

Joe: TONY DID. WHO TAUGHT BOBO TO JUMP?

Jane: TONY DID. WHO TAUGHT BOBO TO JUMP?

ETC.

8. As in step 7, initiate chain dialog activities for each of the following dialogs:

   (i) WHO DID JOE TEACH TO HUM?
   BOBO.

   (ii) WHAT DID BOBO LEARN TO DO?
   HE LEARNED TO CLAP.

   (iii) WHO LEARNED TO JUMP?
   BOBO DID.

For the test, keep a note of what each child has taught Bobo to do.

C. Pronunciation

1. Free Dialog. Hum a little of a marching tune and do a few marching steps to it. Say:

   I LIKE TO MARCH. WHO'LL MARCH WITH ME?

   Jane: I'LL MARCH WITH YOU.
   She comes up.

   JOE, WILL <u>YOU</u> MARCH WITH ME, TOO?

   Joe: YES, I'LL MARCH WITH YOU.
   He comes up.

   MARY, WILL <u>YOU</u> MARCH WITH ME?

   Mary: YES, I'LL MARCH WITH YOU.

Model if necessary.

Hum the music again and march with the children you have invited to accompany you.

2. Repeat step 1, giving the rest of the children an opportunity to respond and march with you.

3. Free Dialog. Hold up the picture of lunch foods. Point to one food and say, e.g.,

I LIKE BREAD FOR LUNCH.
WHAT DO YOU LIKE FOR LUNCH?

Jane comes up and points to one of the foods, e.g., I LIKE MEAT FOR LUNCH.

MARY, WHAT DO YOU LIKE FOR LUNCH?

Mary(pointing): I LIKE ORANGES FOR LUNCH.

4. Hold up the picture of the marshmallows. Model: (3). Echo: ◯ (3), ⊙ .

I LIKE MARSHMALLOWS FOR LUNCH.

I LIKE MARSHMALLOWS FOR LUNCH.

Test:

1. Chain Dialog. This time, see if the children can recall all of the things that Bobo was taught by them.

   WHAT DID BOBO LEARN TO DO?

   1st L: HE LEARNED TO HUM.

   WHO TAUGHT BOBO TO HUM?

   MARY DID.
   WHAT DID BOBO LEARN TO DO?

   2nd L: HE LEARNED TO CLAP.
   WHO TAUGHT BOBO TO CLAP?

   3rd L: TONY DID. WHAT DID BOBO .....

   ETC.

2. Cue the questions in the following by manipulating the puppet.

   Make the puppet clap.

   1st L: WHO TAUGHT BOBO TO CLAP?

   2nd L: JOE DID.

   Make the puppet jump.

   WHO TAUGHT BOBO TO JUMP?

   3rd L: ALICE DID.

   ETC.

Likely Errors

a. Who taught Bobo to clap?—> *Who learned Bobo to clap?

b. Who learned to clap?—> *Who taught to clap?

c. Who taught Bobo to clap?—> *Who teached Bobo to clap?

d. What did you teach Bobo to do? —> *What did you taught Bobo to do?

e. [rʃ]—>*[rs] in "marshmallow."

f. [rtʃ]—>*[rʃ] ~ *[rts] ~ *[ltʃ]in "march."

g. [ntʃ]—>*[nʃ] ~ *[nts] in "lunch."

3. See how many children can remember everything that Bobo learned.

SUSIE, WHAT DID BOBO LEARN TO DO?

HE LEARNED TO CLAP AND
HE LEARNED TO JUMP AND
HE LEARNED TO HUM, ETC.

MARY?

HE LEARNED TO ...
ETC.

6.

I. OBJECTIVES

A. Content

The learner will become familiar with questions related to statements with verbal complements, e.g.,

Joe wants to open the door.
What does Joe want to do?
Open the door.

Jane wants Joe to close the door.
Who'll close the door?
Joe will.
Who wanted Joe to close the door?
Jane did.

II. MATERIALS

A. An eraser, a ball and jacks, a book, a chair, and a toy car.

B. Two puppets.

III. PROCEDURES

A. Presentation

1. Give Joe a baseball. Use the two puppets for the children to imitate.
Echo: (1), (2).

1st Puppet: JOE WANTS TO PLAY BASEBALL.

(1): JOE WANTS TO PLAY BASEBALL.

2nd Puppet: WHAT DOES JOE WANT TO DO?

Teaching Points

a. What questions about the verbal complement with the pro-verb "do", e.g., "What does Joe want to do?"

b. Who questions about the subject of statements with a verbal complement after the direct object, e.g., "Who wanted Joe to close the door?"

c. Who questions about the direct object of statements with a verbal complement after the direct object, e.g., "Who'll close the door?" (Based on a statement like, "Jane wants Joe to close the door.")

d. Responses to such what and who questions.

Say in a whisper.
Echo in a low voice.

Ask in a loud voice. Emphasize "what" indicating you didn't quite hear the original statement.

◐: WHAT DOES JOE WANT TO DO?

1st Puppet: HE WANTS TO PLAY BASEBALL.

Said loudly.

◐: HE WANTS TO PLAY BASEBALL.

Repeat, reversing the roles of the groups echoing.

2. Imitation: Give Jane a ball and jacks. Have several pairs of pupils go through the same dialog as in step 1, substituting "jacks" for "baseball."

Start them off with "Jane.." Give them the entire sentence only if you have to.

1st L: JANE WANTS TO PLAY JACKS.

Whispered.

2nd L: WHAT DOES JANE WANT TO DO?

As if the statement had not been heard.

1st L: SHE WANTS TO PLAY JACKS.

3. Imitation. Have Joe stand by a chair and have Jane point to it. Model the dialog with the two puppets, then call on pairs of pupils to repeat the dialog, allowing variations.

1st L: JANE WANTS JOE TO SIT DOWN.

Whispered.

2nd L: WHO'LL SIT DOWN?

As if one didn't quite hear the original statement.

1st L: JOE WILL.

Joe sits down.

2nd L: AND WHO WANTED JOE TO SIT DOWN?

Again, as if one didn't hear the original statement.

1st L: JANE DID.

4. Imitation. Have Tom point to the chalkboard while Mary holds an eraser. Follow the procedure in step 3.

1st L: TOM WANTS MARY TO ERASE THE CHALKBOARD.

2nd L: WHO'LL ERASE THE CHALKBOARD?

1st L: MARY WILL. — Mary erases the chalkboard.

2nd L: WHO WANTED MARY TO ERASE THE CHALKBOARD?

1st L: TOM DID.

5. Imitation. Give Joe a book and have Jane point to it. Joe is to indicate he is about to open the book. Proceed as in step 3.

1st L: JANE WANTS JOE TO OPEN THE BOOK.

2nd L: WHO'LL OPEN THE BOOK?

1st L: JOE WILL. — Joe opens the book.

2nd L: AND WHO WANTED JOE TO OPEN THE BOOK?

1st L: JANE DID.

6. Imitation. Give Tom a book. Have him indicate he is about to open the book. Proceed as in step 3.

1st L: TOM WANTS TO OPEN THE BOOK.

2nd L: WHAT DOES TOM WANT TO DO?

1st L: OPEN THE BOOK.

7. Free Dialog. Divide the class into two teams. Have the pupils work in pairs. Team 1 can start by pantomiming any action within the vocabulary range of the class. For example:

Team 1: Joe goes and stands by the window, with his hand on the latch. Jane stands beside him and points to the window. This action should cue the following dialog:

Team 2:
1st L: JANE WANTS JOE TO OPEN THE WINDOW.
2nd L: WHO'LL OPEN THE WINDOW?
1st L: JOE WILL.
Joe opens the window.
2nd L: AND WHO WANTED JOE TO OPEN THE WINDOW?
1st L: JANE DID.

Team 2 gets a point. Now it's team 2's turn to pantomime the action.

Team 2: Tom, alone, goes and picks up a car. This action should cue the following dialog:

Team 1:
1st L: TOM WANTS TO PLAY WITH THE CAR.
2nd L: WHAT DOES TOM WANT TO DO?
1st L: PLAY WITH THE CAR.

I. OBJECTIVES

A. Content

1. The learner will be able to use "hear" and "see" in questions such as the following:

Did you hear a bell ring?
What did you see me do?

2. The learner will be able to respond to such questions with answers like the following:

Yes, I did. No, I didn't. I heard a book drop.

I saw you open the door. Open the door.

3. New vocabulary: drop

4. The learner will be able to pronounce [rdʒ] and [ndʒ] at the end of words, as in "large" and "change."

B. Test: See page 5 and 6.

II. MATERIALS

A. Classroom materials

B. A bell and a whistle

C. Two puppets

D. Six pictures of dogs, mounted separately. Three of the pictures are of large dogs, and three are of small ones

Teaching Points

a. Yes-no questions with a verbal complement (without a preceding "to") after the direct object.

b. What questions about the verbal complement (i.e., with the proverb, "do," as the verbal complement, without a preceding "to")of the question.

c. Responses to such yes-no and what questions.

d. The retroflex [r] and the alveolar nasal [n] preceding the voiced affricate [dʒ].

III. PROCEDURES

A. Review

1. Free Dialog:

I'LL TEACH YOU TO DRAW A CLOWN.
Draw this figure on the chalkboard.

WHAT DID I DO?

◯ : YOU DREW A CLOWN.

WHO CAN DRAW A CLOWN?

Jane: I CAN.
Jane duplicates the figure.

GOOD! WHAT DID I TEACH HER TO DO?

◯ : YOU TAUGHT HER TO DRAW A CLOWN.

WHAT DID JANE LEARN TO DO?

◯ : SHE LEARNED TO DRAW A CLOWN.

WHO TAUGHT HER TO DRAW A CLOWN?

◯ : YOU DID.
YOU TAUGHT HER TO DRAW A CLOWN.

2. Repeat step 1, teaching Joe to draw a cat.

B. Presentation

1. Present the following dialog with the two puppets. First, ring a bell.
Model: (2).
1st P: I HEARD A BELL RING.
DID YOU HEAR A BELL RING?

2nd P: YES, I DID.

2. Imitation. Have several pairs of children repeat the dialog above with the puppets. Then substitute the sound of a whistle blowing, a door closing, or a book dropping to the floor, for the bell. Sample imitation:

1st L: I HEARD A WHISTLE BLOW. DID YOU HEAR A WHISTLE BLOW?

2nd L: YES, I DID.

3. Free Dialog. Close or open the door, put a book on the table or chair, put a pencil on a book, etc. After each action, ask:

DID YOU SEE ME CLOSE THE DOOR?

YES, I DID.
NO, I SAW YOU OPEN THE DOOR.

DID YOU SEE ME PUT A BOOK ON THE TABLE?

YES, I DID.
NO. I SAW YOU PUT A PENCIL ON THE BOOK.

Continue with the children asking the questions as well as answering them.

4. Chain Dialog. Ring a bell.

WHAT DID YOU HEAR?

1st L: I HEARD A BELL RING. Give the 1st L a whistle and have him blow it.

WHAT DID YOU HEAR?

2nd L: I HEARD A WHISTLE BLOW. Give the 2nd L a book and tell him to drop it.

WHAT DID YOU HEAR?

3rd L: I HEARD A BOOK DROP.
WHAT DID YOU HEAR?

ETC.

5. Free Dialog. Drop a book on the floor.

WHAT DID YOU SEE ME DO?

I SAW YOU DROP THE BOOK (ON THE FLOOR).

Close the door.
WHAT DID YOU SEE ME DO?

I SAW YOU CLOSE THE DOOR.

Continue with the children taking your role and asking questions as well as answering them.

Provide the response if necessary.

C. Pronunciation

1. Draw two stick figures of dogs on the board, one very small and the other very large. Stand a few feet away and point to the large dog, and say:
Model: (3). Echo: ○(3).

(i) THAT'S A LARGE DOG.

THAT'S A LARGE DOG.

Point to the small dog and say:

(ii) THAT'S A SMALL DOG.

THAT'S A SMALL DOG.

2. Free Dialog. Put one of the dog pictures on a chart rack or chalkboard ledge and, standing a few feet away, ask about the picture:

IS THAT A SMALL DOG?

YES, IT IS. NO. IT'S A LARGE DOG.

NOW I'LL CHANGE THE PICTURE.
Take away the first picture and ask about the next one. Afterwards ask:

WHO'LL CHANGE THE PICTURE NOW?

Joe: I WILL. I'LL CHANGE | THE PICTURE.
IT. |

He does so.

IS THIS A LARGE DOG?

Jane:

YES, IT IS. NO. IT'S A SMALL DOG.

Continue with the children asking as well as answering the questions.

Test:

1. Free Dialog. Have one child turn his back or cover his eyes as you perform an action such as the following:

   Close the door.
   Ring the bell.
   Drop a book on the floor or table.
   Blow a whistle.

Likely Errors

a. What did you see me do? ⟶ *What did you see me did?

b. Did you hear a bell ring? ⟶ *Did you heard a bell ring?

c. What did you hear the bell do? ⟶ *What did you hear the bell to do?

WHAT DID YOU HEAR?

Joe: I HEARD A DOOR CLOSE.

Change children, and perform another action.
WHAT DID YOU HEAR?

Jane: I HEARD A BELL RING.

Continue with children performing the actions and asking the questions as well as answering them.

2. Free Dialog. Go through this activity two or three times, then have other children ask the questions. Add other actions: erasing the chalkboard, opening the door, and jumping, etc.

DID YOU HEAR A BELL RING?

YES, I DID.
NO, I DIDN'T. I HEARD A WHISTLE BLOW.

DID YOU SEE ME CLOSE THE DOOR?

YES, I DID.
NO. I SAW YOU OPEN THE DOOR.

3. Free Dialog. Go through the same procedures as in step 1, but this time use "see" instead of "hear" in the questions, e.g.,

MARY, WHAT DID YOU SEE ME DO?

I SAW YOU DROP THE BOOK ON THE FLOOR.

d. I saw you blow the whistle.
——>*I saw you blew the whistle.

. . .whîstle blów.
or
(Major emphasis goes on "blow.")

I. OBJECTIVES

A. Content

1. The learner will be able to use "make" or "let" in questions such as the following:

What did he make the puppet do?
What did she let the bird do?

2. The learner will be able to respond to such questions with answers like the following:

He made the puppet clap.
She let the bird go and fly.

3. New vocabulary: let

4. The learner will be able to pronounce [k] , [rk] , and [sk] at the end of words, as in "tank," "cork," and "mask."

B. Test: See pages 5 and 6.

II. MATERIALS

A. A car and a truck, both of the type which a child can wind-up

B. A toy cat, a toy dog, a puppet, a bell, a whistle, a box, a bag, and classroom materials

C. A bottle of ink, a fork, a mask, and a piece of cork

D. Pictures of:

1. Boy or girl standing beside a cage which has just been opened; the bird is flying away

Lesson 125

Teaching Points

a. What questions about the verbal complement, i.e., with the pro-verb, "do," as the verbal complement (without a preceding "to") of the question.

b. Responses to such questions.

c. The past forms of "make," i.e., "made," and "let," i.e., "let," as the main verbs of sentences with a verbal complement.

d. The velar nasal [ŋ], the retroflex [r], or the voiceless alveolar fricative [s] after the voiceless velar stop [k] at the end of words.

2. Similar to (1) but showing a mouse; the mouse is running away

3. Other similar pictures with other animals

III. PROCEDURES

A. Review

1. Free Dialog. With your back to the class, ring a bell, blow a whistle or meow like a cat. Ask:

WHAT DID YOU HEAR?

I HEARD A | WHISTLE BLOW. / BELL RING. / CAT MEOW. |

Repeat with the other two sounds. Have one or two pupils take your role.

2. Free Dialog. Hold up a pencil. Stand behind a table which has a bag, box and book on it. Very quickly put the pencil in the box, in the bag, or behind the book. Ask:

WHAT DID YOU SEE ME DO?

I SAW YOU PUT THE PENCIL

| IN THE BOX. / IN THE BAG. / BEHIND THE BOOK. |

Move quickly so that the children have to watch very closely to follow the whereabouts of the pencil. This will make the activity more of a game.

Allow more than one child to respond spontaneously and simultaneously.

B. Presentation

1. Free Dialog. Show the class a toy car or truck.

I'LL MAKE THE CAR GO.
Roll it across the table.

I MADE THE CAR GO.
WHAT DID I MAKE THE
CAR DO?

○ : YOU MADE THE CAR GO.

MARY, CAN YOU MAKE
THE CAR GO?

Mary: YES, I CAN. She moves the car across the table.

WHAT DID MARY MAKE
THE CAR DO?

○ : SHE MADE THE CAR GO.

2. Repeat step 1 with a puppet, which you will make clap, a dog which you will make bark, and a cat which you will make meow.

3. Repeat steps 1 and 2, but this time have some of the children do your part and ask the questions.

4. Free Dialog. Wind up the mechanical car or truck. Hold on to it as you say:

I'LL LET THE CAR GO.
Release it.

I LET THE CAR GO.
WHAT DID I LET THE
CAR DO?

○ : YOU LET [THE CAR / IT] GO.

Let several children come up and release the car and the toy truck, as you just did.

WHAT DID JANE LET THE
CAR DO?

○ : SHE LET [THE CAR / IT] GO.

Whisper the response to the class if necessary.

Note that there are two meanings of "let go": "release" and "allow to go." Both are appropriate and it doesn't really matter which is in the mind of the pupil.

WHAT DID TOM LET
THE TRUCK DO?

◯: HE LET [THE TRUCK / IT] GO.

Continue with the children asking the questions.

C. Pronunciation

1. Model: (3). Echo: ◯ (3).

I SEE SOME INK.

I SEE SOME INK.

2. Free Dialog. Still holding up the ink, ask:

JACK, WHAT DO YOU
SEE?

Jack: I SEE SOME INK.

JANE, WHAT DO YOU
SEE?

Jane: I SEE SOME INK.

3. Repeat step 1 with the fork, the mask, and the piece of cork.

4. Free Dialog. Hold up the mask.

JOHN, DO YOU SEE THE
CORK?

John: NO, I SEE THE MASK.

Hold up the bottle
of ink.

MARY, DO YOU SEE THE
FORK?

Mary: NO, I SEE [SOME / THE] INK.

Continue in this manner, asking questions which elicit a negative answer and expect the child to volunteer identification.

Test:

1. Free Dialog. Show the pictures to the class one at a time. Answer the first question yourself. Use the same picture several times. Let some of the children ask the questions after a while.

   WHAT DID [HE / SHE] LET THE BIRD DO?

   [HE / SHE] LET THE BIRD GO!

   WHAT DID [HE / SHE] LET THE MOUSE DO?

   [HE / SHE] LET THE MOUSE GO!

2. Chain Dialog. Have several toys on the table, such as a car, truck, puppet, dog, cat. Move the car and ask:

   WHAT DID I MAKE THE CAR DO?

   1st L: YOU MADE THE CAR GO. 1st L moves the truck across the table.

   WHAT DID I MAKE THE TRUCK DO?

   2nd L: YOU MADE THE TRUCK GO. 2nd L makes the puppet clap.

Likely Errors

a. What did he make the puppet do? → *What did he make the puppet did? ~ *What did he make the puppet to do?

b. What did she let the bird do? → *What did she let the bird to do? ~ *What did she let the bird did?

c. The use of "make" when "let" is intended; the use of "let" when "make" is intended.

d. [ə k] → *[ə] ~ *[ə kə] in "tank."

e. [rk] → * [ɪk] ~ * [ɚ] ~ * [rkə] in "cork."

f. [sk] → * [s] ~ * [skə] in "mask."

WHAT DID I MAKE THE PUPPET DO?

3rd L: YOU MADE THE PUPPET CLAP.

ETC.

I. OBJECTIVES

Content

1. The learner will become familiar with questions such as the following:

   Who will make the car go?
   Who wants Jane to make the car go?
   What does Joe want Jane to do?

2. The learner will become familiar with responses to such questions respectively like the following:

   Jane will.
   Joe does.

   Make the car go.
   Joe wants Jane to make the car go.

II. MATERIALS

A toy truck, a toy train, a car that winds up, a puppet, and a book

III. PROCEDURES

1. Whisper the questions and responses to each group. Give Joe a truck. Have Jane point to it.
   Echo: (2).

   (1) : SOMEONE WANTS JOE TO MAKE THE TRUCK GO.

   (2) : WHO WANTS JOE TO MAKE THE TRUCK GO?

Lesson 126

Teaching Points

a. Statements with two verbal complements, the first with "to," the second without, e.g., "make" and "go" in "Joe wants Jane to make the car go."

b. Who questions about the subject of such statements.

c. Who questions about the first direct object (of "wants" in the example in a) of such statements.

d. What questions about the second verbal complement of such statements.

Stress "who."

(1): JANE DOES.

(2): WHO MADE THE TRUCK GO?

(1): JOE DID.

(2): WHAT DID JANE WANT JOE TO DO?

(1): JOE WANTED JANE TO MAKE THE TRUCK GO.

Joe moves the truck.

Repeat, substituting "car," then "train."

2. Echo and response. Give Jane the puppet. Have Joe clap his hands and then point to the puppet. Whisper the first statement and the questions, not the responses.

(1): SOMEONE WANTS JANE TO MAKE THE PUPPET CLAP.

(2): WHO WANTS JANE TO MAKE THE PUPPET CLAP?

(1): JOE DOES.

(2): WHO MADE THE PUPPET CLAP?

(1): JANE DID.

(2): WHAT DID JOE WANT JANE TO DO?

(1): MAKE THE PUPPET CLAP.

Jane makes the puppet clap.

Repeat, reversing the roles of the two groups.

3. Chain Dialog. Set up situations like those in steps 1 and 2, changing objects, i.e., the car that winds up, (let the car go), a toy dog with a string on its neck (make the dog go), etc., and have individual pupils instead of groups comment on what they see. Allow them to use any sort of question they choose. For example:

TOM WANTS MARY TO LET THE CAR GO.

1st L: WHAT DOES TOM WANT MARY TO DO?

As if he didn't quite hear the statement.

2nd L: HE WANTS HER TO LET THE CAR GO. WHAT WILL MARY DO?

As if asking for confirmation.

3rd L: SHE'LL LET THE CAR GO. WHO'LL LET THE CAR GO?

4th L: MARY WILL.

Have Mary let the car go.

4th L: WHAT DID MARY DO?

5th L: SHE LET THE CAR GO.

ETC.

4. Free Dialog. Call Joe and Jane to the front. Have Jane tell Joe to perform an activity within their vocabulary range: open the door, drop a book on the floor, let the car go, make the puppet clap, and the like. For example:

Jane: JOE, MAKE THE CAR GO.
Joe puts his hand on the car.

Then call on two pupils to comment:

1st L: JANE WANTS JOE TO MAKE THE CAR GO.

2nd L: WHO'LL MAKE THE CAR GO?

You should be the first "2nd L."

1st L: JOE WILL.

Joe makes the car go.

2nd L: WHO WANTED JOE TO MAKE THE CAR GO?

1st L: JANE DID.

2nd L: WHO MADE THE CAR GO?

1st L: JOE DID.
or:

2nd L: WHAT DID JANE WANT JOE TO DO?

1st L:

SHE WANTED HIM TO MAKE THE CAR GO.
MAKE THE CAR GO.

1st L and 2nd L now set up the next scene and Joe and Jane comment. Continue until all have participated.

I. OBJECTIVES

A. Content

1. The learner will be able to use "see" and "hear" in sentences like the following:

   I see John jumping on the rug.
   I hear the teacher singing.

2. The learner will be able to use such sentences in response to questions like the following:

   What do you see?
   What do you hear?

3. New vocabulary: tickling

4. The learner will be able to pronounce [r̈] after vowels, as in "girl" and "curl."

B. Test: See pages 5 and 6.

II. MATERIALS

A. A bell and a clock with a loud tick

B. A tape recorder and a tape of various sounds, bells, whistles, singing, langhing, etc. recorded by the children

C. Action pictures, such as, pictures of boys or girls jumping, running, hopping, skipping, eating, drinking, etc.

D. The pictures from lesson 125

Teaching Joints

a. Statements with verbal complements containing verbs ending in ing.

b. What questions about the verbal complements of such statements.

c. The velarized lateral [ɫ] after the retroflex [r] : [r̈] after vowels.

III. PROCEDURES

A. Review

1. Free Dialog. Show pictures from the Test of Objectives of lesson 125.

WHAT DID [HE / SHE] LET

THE BIRD DO?

[HE / SHE] LET THE BIRD GO.

Continue as indicated in the Test of Objectives of lesson 125.

2. Imitation. Put the toy car or truck on the table.

MARY, CAN YOU MAKE
THE CAR GO?

YES, I CAN.
Mary pushes the car across the table.

WHAT DID MARY MAKE
THE CAR DO?

SHE MADE THE CAR GO.

Ask two pupils to come to the front and imitate your dialog with Mary.

B. Presentation

1. Have Joe sit on the rug.
Model (2). Echo: (2)

I SEE JOE SITTING ON
THE RUG.

I SEE JOE SITTING ON THE RUG.

2. Have the entire class respond twice, then call on two pupils to respond one at a time.
Free Dialog: ◯ (2), ⊙ (2).

WHAT DO YOU SEE?

I SEE JOE SITTING ON THE RUG.

3. Have Jane sit on a chair in front of the class.
Free Dialog: ◯ (2), ⊙ (2).

I SEE JANE SITTING
ON A CHAIR. WHAT
DO YOU SEE?

I SEE JANE SITTING ON A CHAIR.

Using the same procedure as in step 2, have a child jump, hop, skip, or run on the floor or rug.

4. Ring the bell and while it is ringing, say:
Free Dialog: ◯ (2), ⊙ (2).

I HEAR A BELL RINGING.
WHAT DO YOU HEAR?

I HEAR A BELL RINGING.

Repeat, putting on a record of someone singing.

I HEAR A [GIRL / BOY] SINGING.

WHAT DO YOU HEAR?

I HEAR A [GIRL / BOY] SINGING.

Repeat, asking for silence and listening to a clock ticking.

I HEAR A CLOCK TICKING.
WHAT DO YOU HEAR?

I HEAR A CLOCK TICKING.

5. Chain Dialog. Ring the bell.

WHAT DO YOU HEAR?

1st L: I HEAR A BELL RINGING. WHAT DO YOU HEAR? — Hold up the clock.

2nd L: I HEAR A CLOCK TICKING. WHAT DO YOU HEAR? — Close the door.

ETC.

6. Chain Dialog. Continue as in step 5 but with actions by individuals. Have a boy jump.

WHAT DO YOU SEE?

1st L: I SEE A BOY JUMPING. WHAT DO YOU SEE? — Have a girl hop.

2nd L: I SEE A GIRL HOPPING. — Accept "I see Mary hopping."

ETC.

C. Pronunciation

1. Draw a sketch like the following on the board and recite the Mother Goose rhyme given below for the class. — Point to the girl, curl, and forehead in the sketch when you say them.

THERE WAS A LITTLE GIRL
WHO HAD A LITTLE CURL
RIGHT IN THE MIDDLE OF HER FOREHEAD
WHEN SHE WAS GOOD
SHE WAS VERY, VERY GOOD,
BUT WHEN SHE WAS BAD
SHE WAS HORRID.

You may omit the last four lines if you wish.

Note that for the sake of the verse, "forehead" has to rhyme with "horrid."

2. Recite the verse a second time, and as you point to the girl, the curl, and the forehead, encourage the children to say the words with you.

3. Free Dialog. Call on every pupil to answer at least one of the first two questions.

Point to the girl.
WHAT'S THIS?

IT'S A GIRL.

Point to the curl.
WHAT'S THIS?

IT'S A CURL.

Point to her forehead.
WHAT'S THIS?

IT'S [HER / A] FOREHEAD.

Test:

1. Chain Dialog. Show the series of action pictures one at a time. Have one of the children ask about them.

I SEE A BOY RUNNING.
WHAT DO YOU SEE?

1st L: I SEE A GIRL HOPPING.
WHAT DO YOU SEE?

2nd L: I SEE A BOY JUMPING.
(2nd L changes the picture.)
WHAT DO YOU SEE?

3rd L: I SEE A GIRL EATING.

ETC.

Likely Errors

a. I hear the clock ticking.⟶ *I hear the clock tick. (When the statement is made at the time the clock is ticking.)

b. I see John jumping on the rug. ⟶ *I see John jumps on the rug.

c. [r-l] ⟶ *dental [r] or [l] in "curl" and "girl."

2. Proceed as in step 1, this time using the record player or tape recorder and letting individuals describe the sounds listed under Materials. If earphones are available, it will be more effective if children take turns listening through the earphones and then telling the others what they hear.

1st L: WHAT DO YOU HEAR?

2nd L: I HEAR A GIRL SINGING.

1st L: WHAT DO YOU HEAR?

3rd L: I HEAR A BELL RINGING.

ETC.

Lesson 128

I. OBJECTIVES

A. Content

1. The learner will be able to use "before" and "after" in questions like the following:

What did Tom do before going to school?
What do you do before eating breakfast?

2. The learner will be able to respond to such questions with answers like the following:

He combed his hair before going to school.
I wash my hands before eating breakfast.

3. New vocabulary: after.

4. The learner will be able to pronounce [rm] and [rn] after vowels, as in "farm" and "horn."

B. Test: See page 7

II. MATERIALS

A. A whistle and a bell

B. A set of pictures: a boy in school; a boy washing his hands, combing his hair, eating his breakfast, brushing his teeth, watching T.V., playing, doing a household task (i.e. dumping the trash.)

These may be stick-figure pictures. The same child should be in each picture to fit the lesson.

Teaching Points

a. Statements with verbal modifiers (containing verbs ending in ing) introduced by "before" and "after."

b. What questions with "do" (as its main verb) about the main verb of such statements.

c. "After" and "before" as conjunctions. "Before" was introduced in lesson 104 as an adverb.

d. The retroflex [r] followed by the bilabial nasal [m] or the alveolar nasal [n]: [rm] and [rn].

III. PROCEDURES

A. Review

1. Free Dialog. Using the pictures listed under Materials, hold up one at a time and ask:

WHAT DO YOU SEE, JOE?

I SEE A BOY SLEEPING.

WHAT DO YOU SEE, GEORGE?

I SEE A BOY COMBING HIS HAIR.

ETC.

Go through the entire picture set.

2. Free Dialog. Have all the children close their eyes as you sing the line of a song or play a second or two of a record.

WHAT DO YOU HEAR, TERRY?

I HEAR THE [TEACHER / YOU] SINGING.

Blow the whistle.
WHAT DO YOU HEAR, BOB?

I HEAR A WHISTLE BLOWING.
I HEAR YOU BLOWING A WHISTLE.

Ring the bell.
WHAT DO YOU HEAR, TOM?

I HEAR YOU RINING A BELL.
I HEAR A BELL RINGING.

B. Presentation

1. Tell the following story, using the picture set. Model: (2).

Set up Picture #1 on the ledge of the chalkboard. Replace with the others in sequence.

BOYS AND GIRLS, THIS IS TOM. HE'S IN SCHOOL. DO YOU KNOW WHAT TOM DID BEFORE GOING TO SCHOOL? LET'S SEE. HE WASHED HIS HANDS BEFORE GOING TO SCHOOL. HE COMBED HIS HAIR BEFORE GOING TO SCHOOL. HE ATE HIS BREAKFAST BEFORE GOING TO SCHOOL. AND HE BRUSHED HIS TEETH BEFORE GOING TO SCHOOL.

Repeat the story to model a second time.

2. Free Dialog.

NOW, I WANT YOU TO TELL ME WHAT TOM DID BEFORE GOING TO SCHOOL?

WHAT DID TOM DO BEFORE GOING TO SCHOOL?

○: HE WASHED HIS HANDS BEFORE GOING TO SCHOOL.

Picture #2. If you get "He washed his hands," say "Yes, When?" to let pupils know you want the full modifier.

○: HE COMBED HIS HAIR BEFORE GOING TO SCHOOL.

Picture #3

WHAT DID TOM DO BEFORE GOING TO SCHOOL?

○: HE ATE HIS BREAKFAST BEFORE GOING TO SCHOOL.

Picture #4

WHAT DID TOM DO
BEFORE GOING TO
SCHOOL?

◯ : HE BRUSHED HIS TEETH
BEFORE GOING TO
SCHOOL.

Picture #5

3. Free Dialog. Without the pictures ask:

You may omit step 3 if time is short.

WHEN DID TOM WASH
HIS HANDS, JACK?

Jack: HE WASHED HIS HANDS
BEFORE GOING TO
SCHOOL.

Whisper the response if necessary. Accept "Before going to school" if it is offered.

WHEN DID TOM
BRUSH HIS TEETH,
JANE?

Jane: HE BRUSHED HIS TEETH
BEFORE GOING TO
SCHOOL.

ETC.

4. Tell the following story, using appropriate pictures to illustrate.
Model: (2).

LET'S SEE WHAT TOM DID
AFTER SCHOOL.

HE WATCHED TV AFTER COMING HOME FROM SCHOOL.
HE PLAYED AFTER COMING HOME FROM SCHOOL. AND HE
HELPED HIS MOTHER AFTER COMING HOME FROM SCHOOL.

5. Repeat steps 2 and 3 describing the new set of pictures and changing "before" to "after."

6. Free Dialog.

JACK, WHAT DO <u>YOU</u> DO BEFORE GOING TO SCHOOL?

Jack: I

EAT MY BREAKFAST
BRUSH MY TEETH
COMB MY HAIR
ETC.

BEFORE GOING TO SCHOOL.

Encourage original answers to your questions, for instance, "I play with my dog before going to school."

JANE, WHAT DO YOU DO AFTER <u>COMING HOME</u> FROM SCHOOL?

Jane: I

HELP MY MOTHER
WATCH TV
ETC.

AFTER COMING HOME FROM SCHOOL.

C. Pronunciation

1. Present a picture to go with the Mother Goose Rhyme, "Little Boy Blue." Let the class discuss the picture, and tell them the boy's name, point out his horn, the corn, and the farm animals. Then recite the rhyme.

Most Mother Goose books will have such a picture.

LITTLE BOY BLUE, COME BLOW YOUR HORN,
THE SHEEP'S IN THE MEADOW, THE COW'S IN THE CORN.
WHERE'S THE LITTLE BOY THAT LOOKS AFTER THE SHEEP?
HE'S UNDER THE HAYSTACK, FAST ASLEEP.

2. Recite the rhyme a second time and encourage the children to join in on "corn" and "horn."

3. Model and echo (a) before modeling and echoing (b), and (b) before (c).
Model: (3). Echo: ◯(3).

(a) FARM

FARM

LITTLE BOY BLUE
IS ON THE FARM.

LITTLE BOY BLUE IS ON THE FARM.

(b) HORN

HORN.

HE HAS A HORN.

HE HAS A HORN.

(c) CORN

CORN

THERE'S SOME CORN
ON THE FARM.

THERE'S SOME CORN ON THE FARM.

Test:

1. Free Dialog. Using the picture set as cues, elicit the following statements from individual pupils.

   WHAT DOES TOM DO AFTER EATING BREAKFAST?

   HE BRUSHES HIS TEETH AFTER EATING BREAKFAST.

   WHAT DOES TOM DO BEFORE BRUSHING HIS TEETH?

   HE EATS HIS BREAKFAST BEFORE BRUSHING HIS TEETH.

   WHAT DOES TOM DO BEFORE EATING BREAKFAST?

   HE WASHES HIS HANDS BEFORE EATING BREAKFAST.

   Continue setting up the pictures in different combinations to elicit responses.

2. Repeat step 1, but this time have different children ask the questions.

Likely Errors

a. I brush my teeth after eating breakfast. ⟶ *I brushing my teeth after eating breakfast.

b. I brush my teeth after eating my breakfast. ⟶ *I brush my teeth after eat my breakfast.

c. "After" ⟶ *"before" when "after" is intended, and vice versa.

d. Retroflex [r] ⟶ *non-retroflex [ɾ] before [n] in "corn" and "horn."

e. [rm] ⟶ *[ɹm] after [r] in "farm."